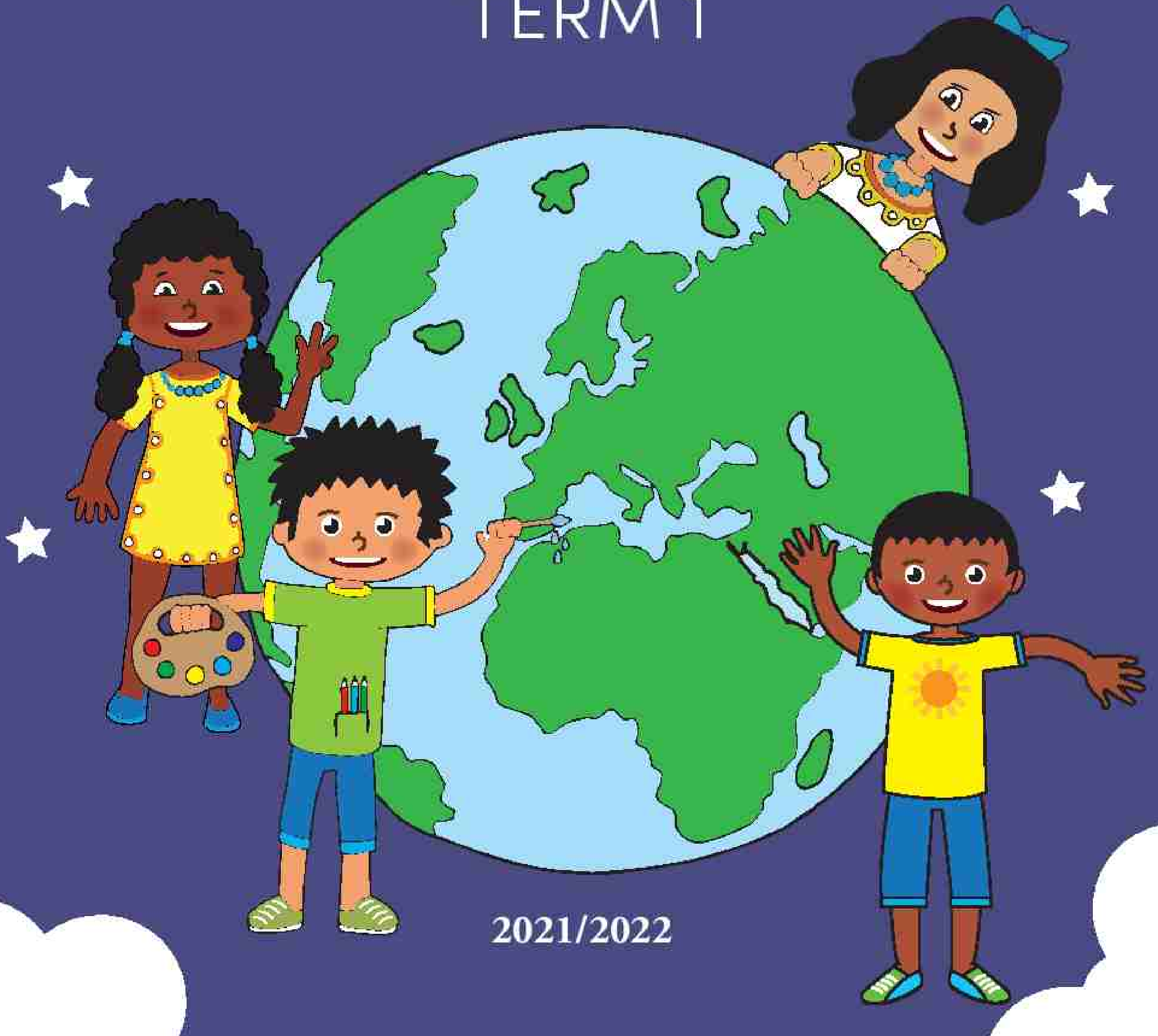
PRIMARY 1 DISCOVER

TERM 1



2021/2022

FOREWORD

This is a pivotal time in the history of the Ministry of Education and Technical Education (MOETE) in Egypt. We are embarking on the transformation of Egypt's K-12 education system starting in September 2018 with KG1, KG2 and Primary 1 continuing to be rolled out year after year until 2030. We are transforming the way in which students learn to prepare Egypt's youth to succeed in a future world that we cannot entirely imagine.

MOETE is very proud to present this new series of textbooks, Discover, with the accompanying digital learning materials that captures its vision of the transformation journey. This is the result of much consultation, much thought and a lot of work. We have drawn on the best expertise and experience from national and international organizations and education professionals to support us in translating our vision into an innovative national curriculum framework and exciting and inspiring print and digital learning materials.

The MOETE extends its deep appreciation to its own "Center for Curriculum and Instructional Materials Development" (CCIMD) and specifically, the CCIMD Director and her amazing team. MOETE is also very grateful to the minister's senior advisors for curriculum and early childhood education. Our deep appreciation goes to "Discovery Education," "Nahdet Masr," "Longman Egypt," UNICEF, UNESCO, World Bank Education Experts and UK Education Experts who, collectively, supported the development of Egypt's national curriculum framework. I also thank the Egyptian Faculty of Education professors who participated in reviewing the national curriculum framework. Finally, I thank each and every MOETE administrator in all MOETE sectors as well as the MOETE subject counselors who participated in the process.

This transformation of Egypt's education system would not have been possible without the significant support of Egypt's current president, His Excellency President Abdel Fattah el-Sisi. Overhauling the education system is part of the president's vision of 'rebuilding the Egyptian citizen' and it is closely coordinated with the ministries of higher education & scientific research, Culture, and Youth & Sports. Education 2.0 is only a part in a bigger national effort to propel Egypt to the ranks of developing countries and to ensure a great future to all of its citizens.

WORDS FROM THE MINISTER OF EDUCATION & TECHNICAL EDUCATION

It is my great pleasure to celebrate this extraordinary moment in the history of Egypt where we launch a new education system designed to prepare a new Egyptian citizen proud of his Egyptian, Arab and African roots - a new citizen who is innovative, a critical thinker, able to understand and accept differences, competent in knowledge and life skills, able to learn for life and able to compete globally.

Egypt chose to invest in its new generations through building a transformative and modern education system consistent with international quality benchmarks. The new education system is designed to help our children and grandchildren enjoy a better future and to propel Egypt to the ranks of advanced countries in the near future.

The fulfillment of the Egyptian dream of transformation is indeed a joint responsibility among all of us; governmental institutions, parents, civil society, private sector and media. Here, I would like to acknowledge the critical role of our beloved teachers who are the role models for our children and who are the cornerstone of the intended transformation.

I ask everyone of us to join hands towards this noble goal of transforming Egypt through education in order to restore Egyptian excellence, leadership and great civilization.

My warmest regards to our children who will begin this journey and my deepest respect and gratitude to our great teachers.

Dr. Tarek Galal Shawki
Minister of Education & Technical Education

NAME: --

CONTENTS

WHO AM I?

CHAPTER 1: ALL ABOUT ME



PICTURE OF ME

DIRECTIONS: Draw a picture of yourself.



My name: ______________________

SIGHT

DIRECTIONS: Draw an object you see in the room.
Try to write its name on the line below.

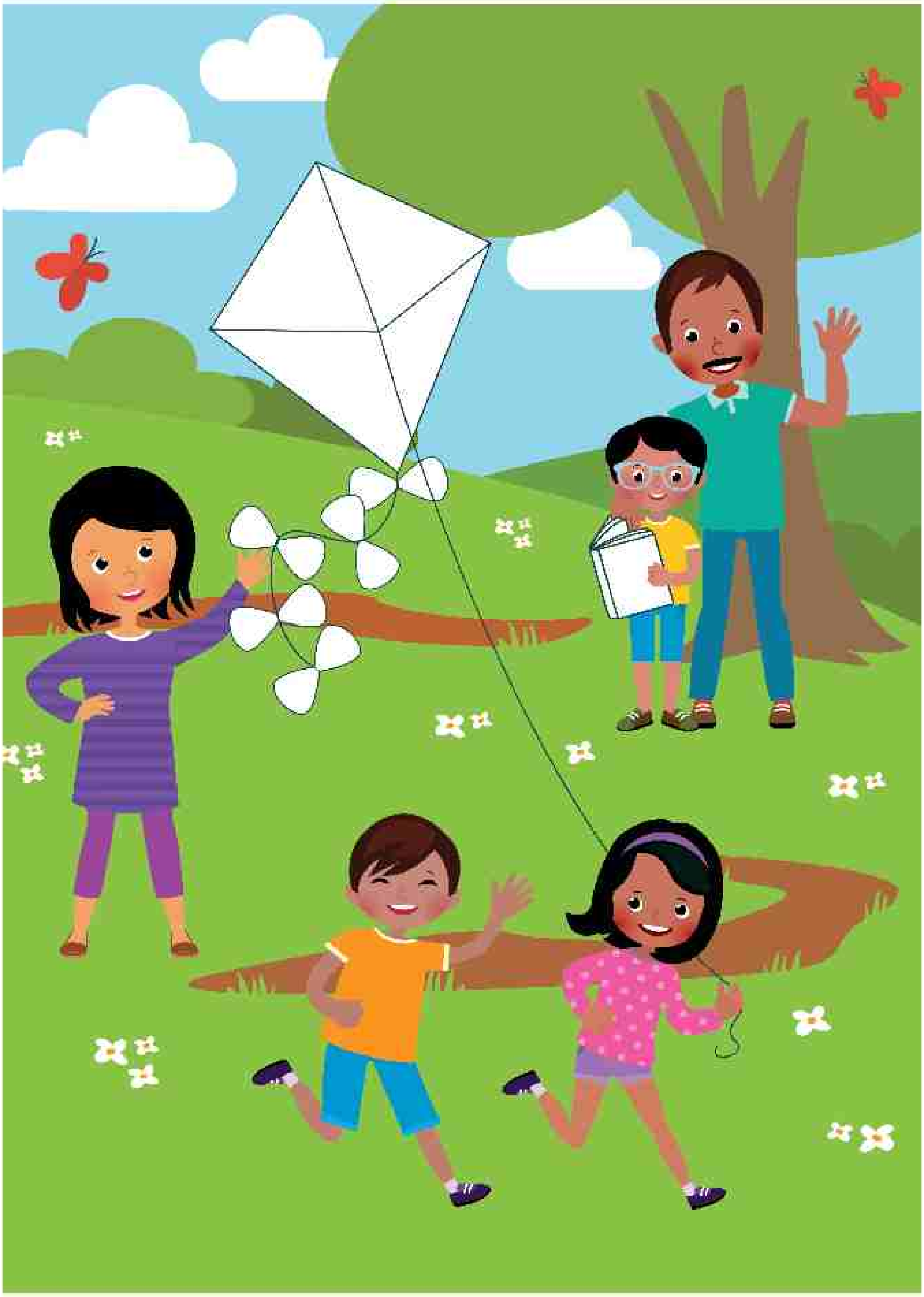
I see ______________________________



A FAMILY AT THE PARK

DIRECTIONS: Circle the brother and sister.

Then finish coloring the picture.



MY FAMILY

DIRECTIONS: Draw a picture of your family having fun.



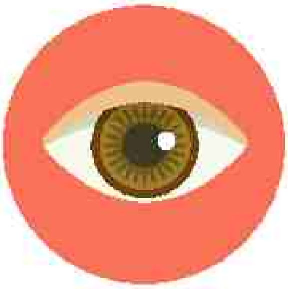
EXTENDED FAMILY

DIRECTIONS: Grandmother reads a book. Circle this.
Aunt Sara talks to mom. Circle this in a different color.
Nabil shows his cousin a new toy. Draw a box around this.



OUR FIVE SENSES

DIRECTIONS: Draw lines to match each sense with its helping body part.



Sight



Hearing



Smell



Touch



Taste



BUST OF NEFERTITI (1370–1330 BC)

How are you the same as Nefertiti?

How are you different?



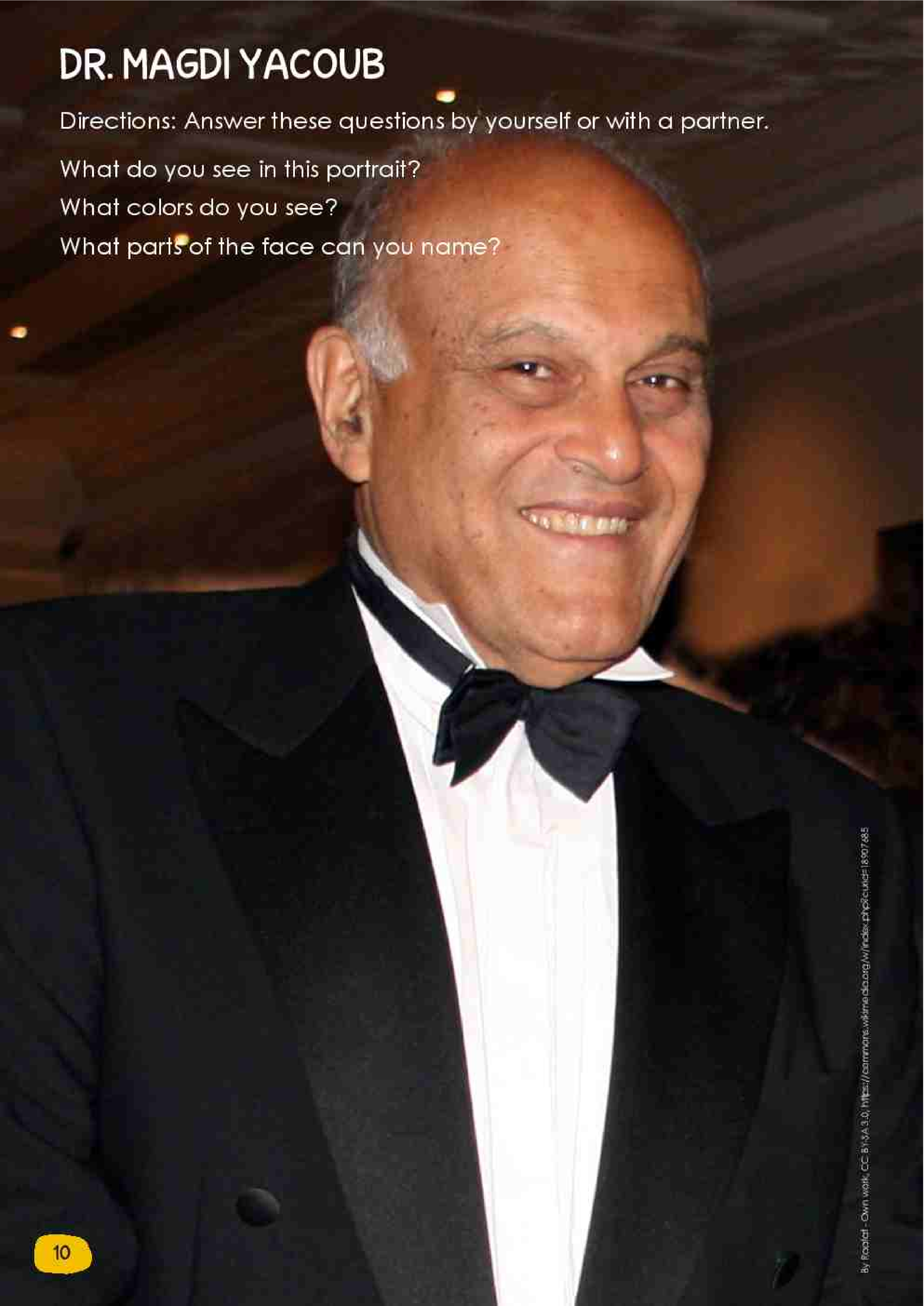
DR. MAGDI YACOUB

Directions: Answer these questions by yourself or with a partner.

What do you see in this portrait?

What colors do you see?

What parts of the face can you name?



INTRODUCTIONS

DIRECTIONS: Meet some new friends. How are they like you? How are they different?



Hi, my name is Karim.
I have short hair.
I wear glasses.

Hi, my name is Mona.
I am seven years old.
I like to wear braids.





Hi, my name is Sherif.
I am eight years old.
My favorite shirt is orange.

Directions: Draw a different picture of yourself using what you learned today.

Hi, my name is ______________________



MORE INTRODUCTIONS

Hi, my name is Nadia.
I live in Egypt.
My family is from Aswan.
I like playing football.

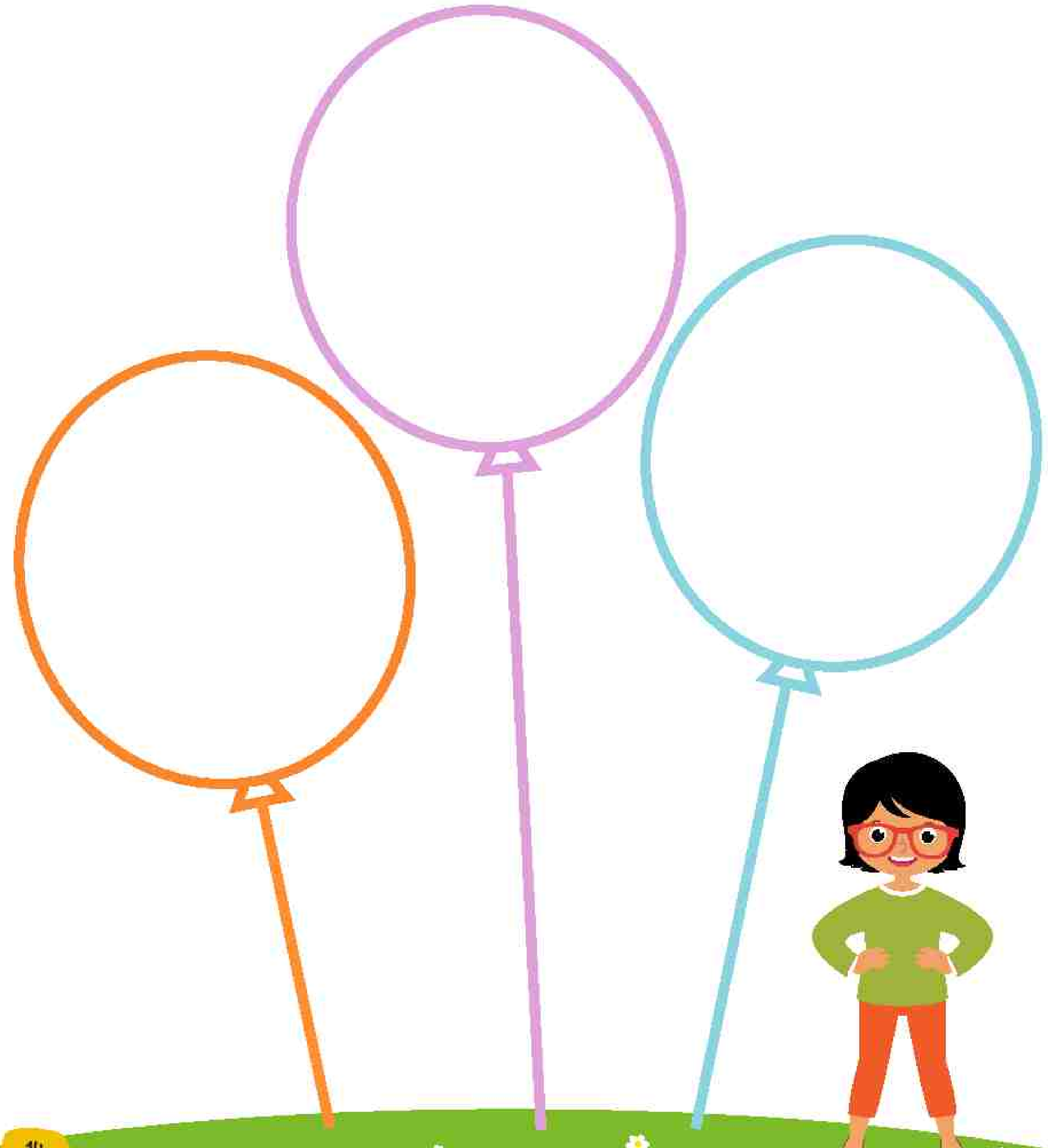


Hi, my name is Youssef.
I am ten years old.
I like to read.
I like to ride my bike.



WHAT I LIKE

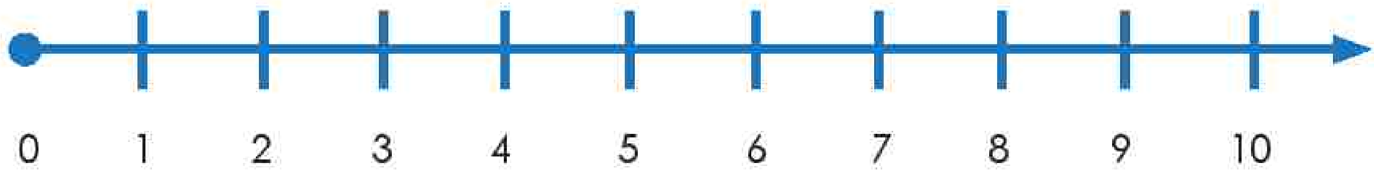
DIRECTIONS: Draw three of your favorite things.



WATCHING ME GROW!

DIRECTIONS: Paste your three pictures in the circles below. Write the numbers from 0 to 3.

DIRECTIONS: How old are you in each picture you brought from home? Circle the three ages on the number line.





MY PHOTO ALBUM

DIRECTIONS: Order your pictures from youngest (smallest number) to oldest (largest number).

ALL ABOUT ME

DIRECTIONS:

Draw a quick sketch or a word to answer questions about yourself.



ALL ABOUT ME BOOK

DIRECTIONS: Write your name as the title of your "All About Me" book.

ALL ABOUT ______________________

ALL ABOUT ME BOOK

ALL ABOUT ME BOOK

ALL ABOUT ME BOOK

MY FRIEND

DIRECTIONS: Draw one thing you like about your friend.





WHO AM I?

CHAPTER 2 : FAMILY TREE



FAMILIES CELEBRATE

DIRECTIONS: Draw a picture to show how your family Traditions are like these of another student.

_______________ and I are alike.

MIXED-UP ROUTINE

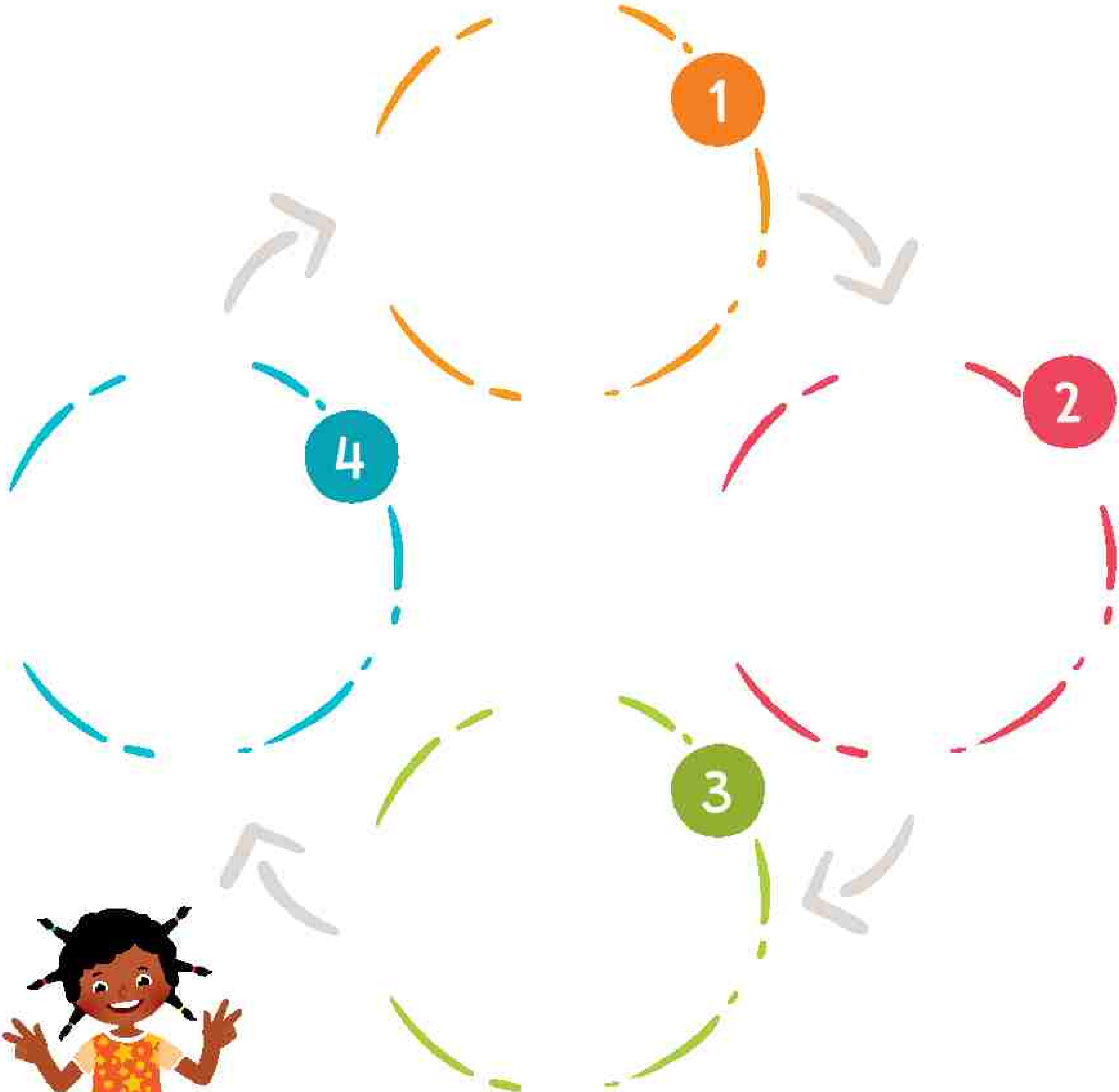
DIRECTIONS: These routines are not in the right order. Number the steps 1, 2, 3, 4 to show the correct order.





MY DAILY ROUTINE

DIRECTIONS: Draw your own daily routine, in the correct order.





ADULTS AND BABIES

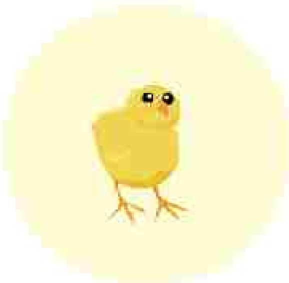
DIRECTIONS: Match the adults to the babies.





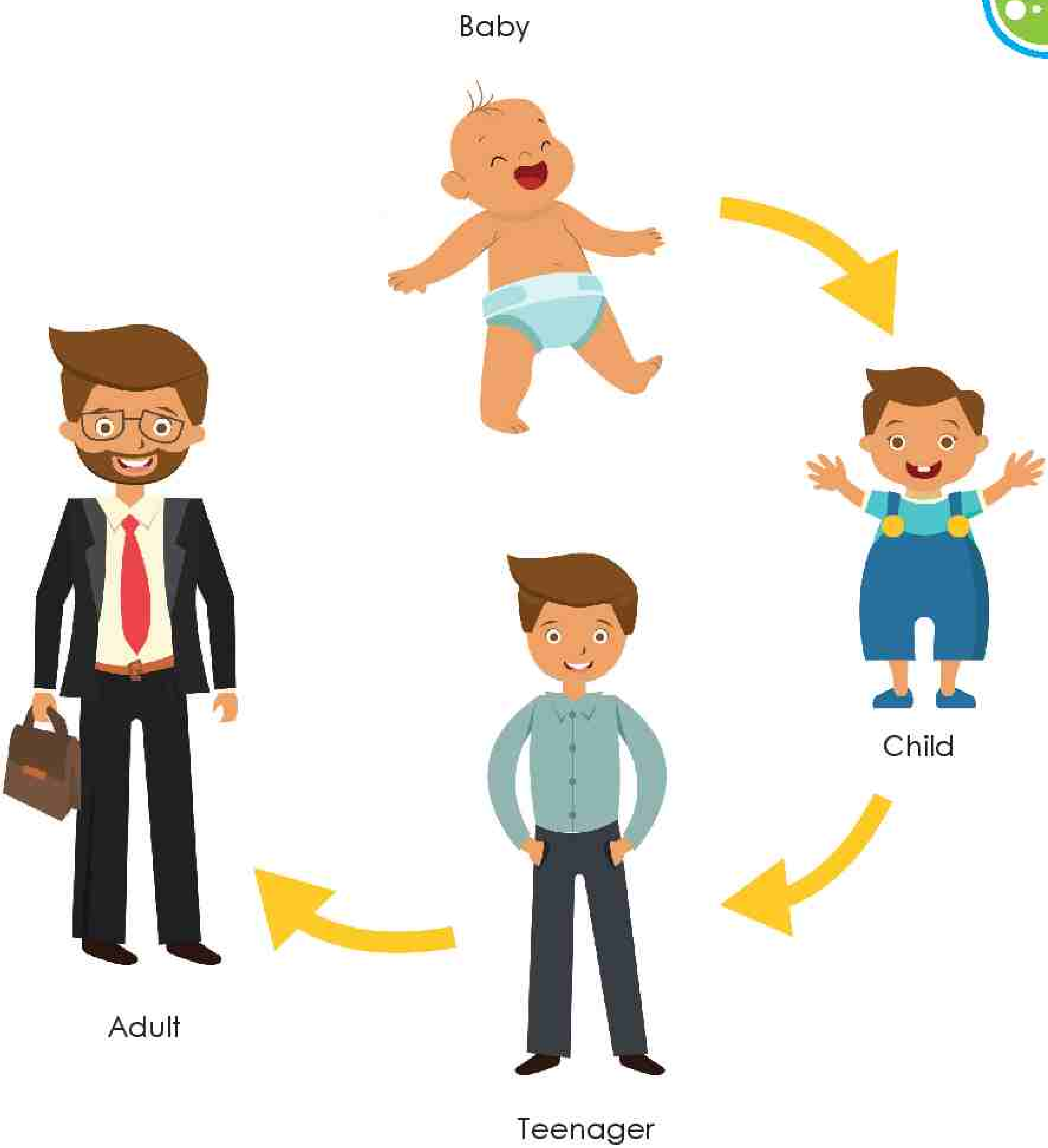







LIFE STAGES OF A HUMAN

DIRECTIONS: Study the life stages of humans.



WHAT'S MISSING?

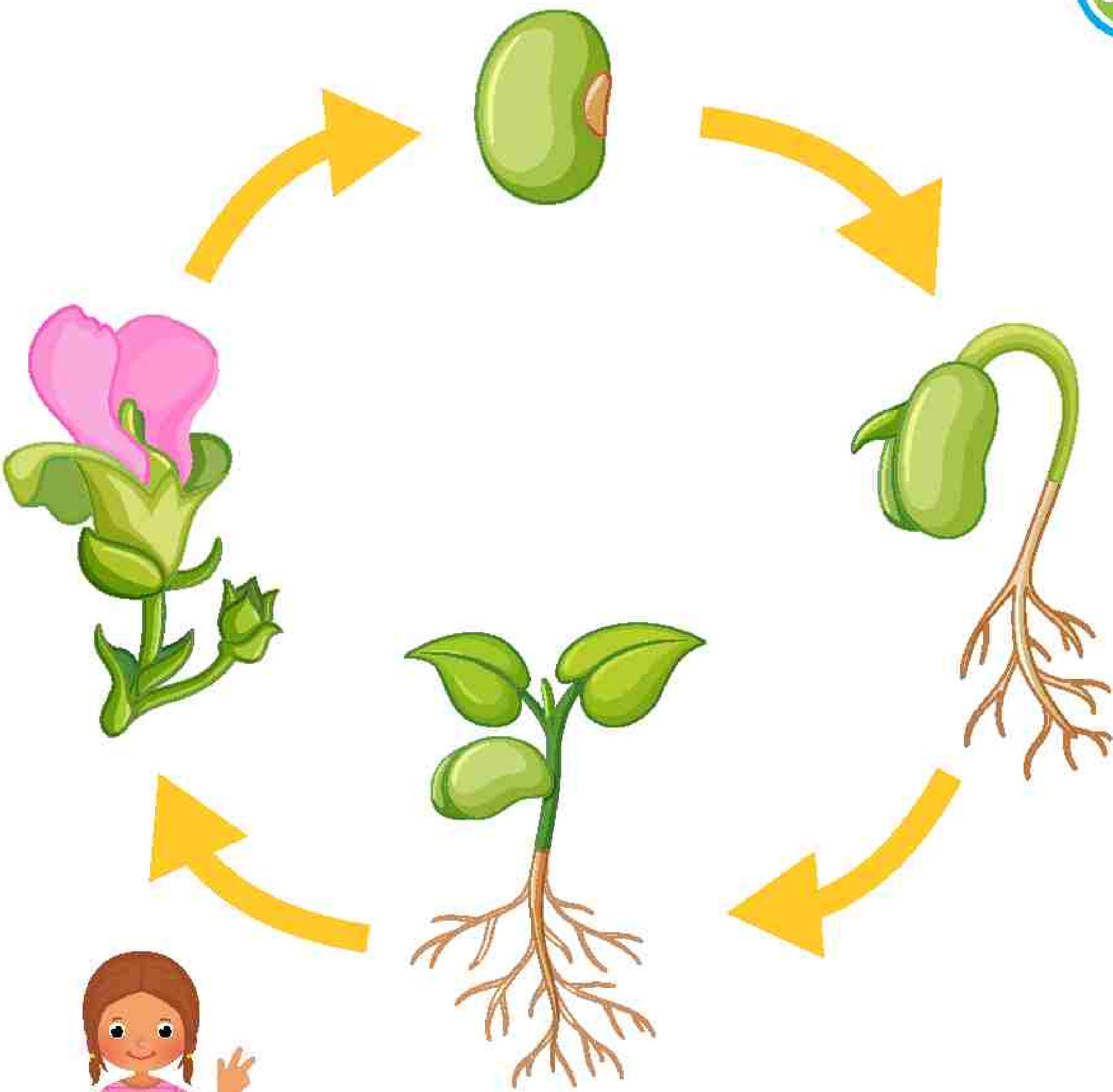
DIRECTIONS: Complete the life stages.





LIFE CYCLE OF A PLANT

DIRECTIONS: Study the life cycle of a plant.



MIXING COLORS

DIRECTIONS: Use only primary colors to create different color combinations.

+ =

Red Blue

+ =

Blue Yellow

+ =

Red Yellow

PLANTS AND COLORS

DIRECTIONS: Draw a plant. Use primary colors and color combinations.

MY IMMEDIATE FAMILY

DIRECTIONS: Draw your immediate family.

MEMBERS OF MY FAMILY

DIRECTIONS: In the spaces below, draw members of your immediate and extended family members. Write their names below.

PRACTICE WRITING

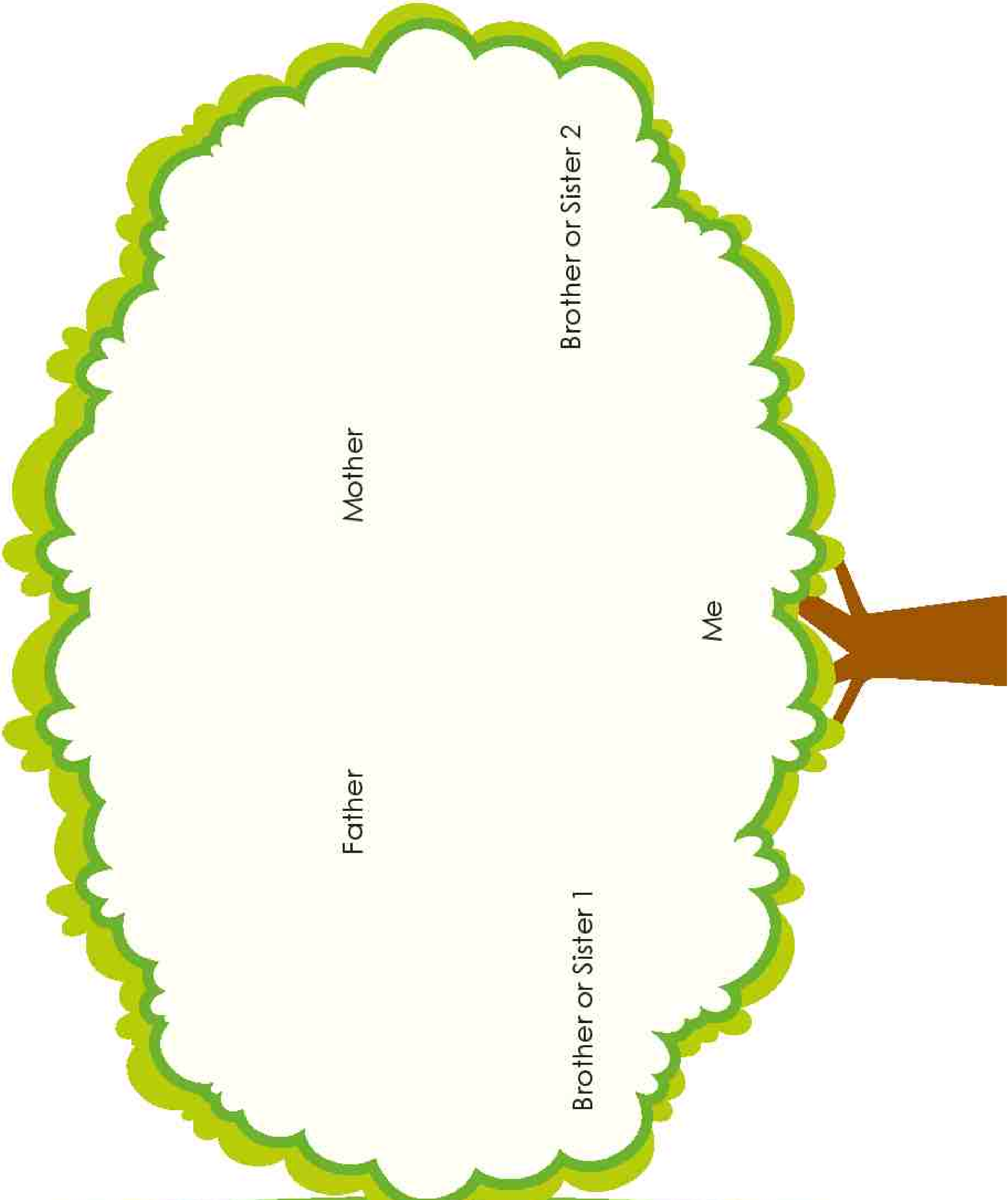
Mother

Father

Brother

Sister

MY FAMILY TREE



WHO AM I?

CHAPTER 3 : WHO ARE WE?



PICTURE GRAPHS

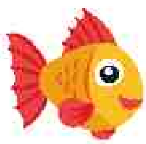
DIRECTIONS: Follow your teacher's directions on how to color the picture graph. Use the picture graph to answer the questions below.

OUR PETS

Birds	
Cats	
Fish	

Key: Each picture = 1 pet

Write the number for how many of each pet:

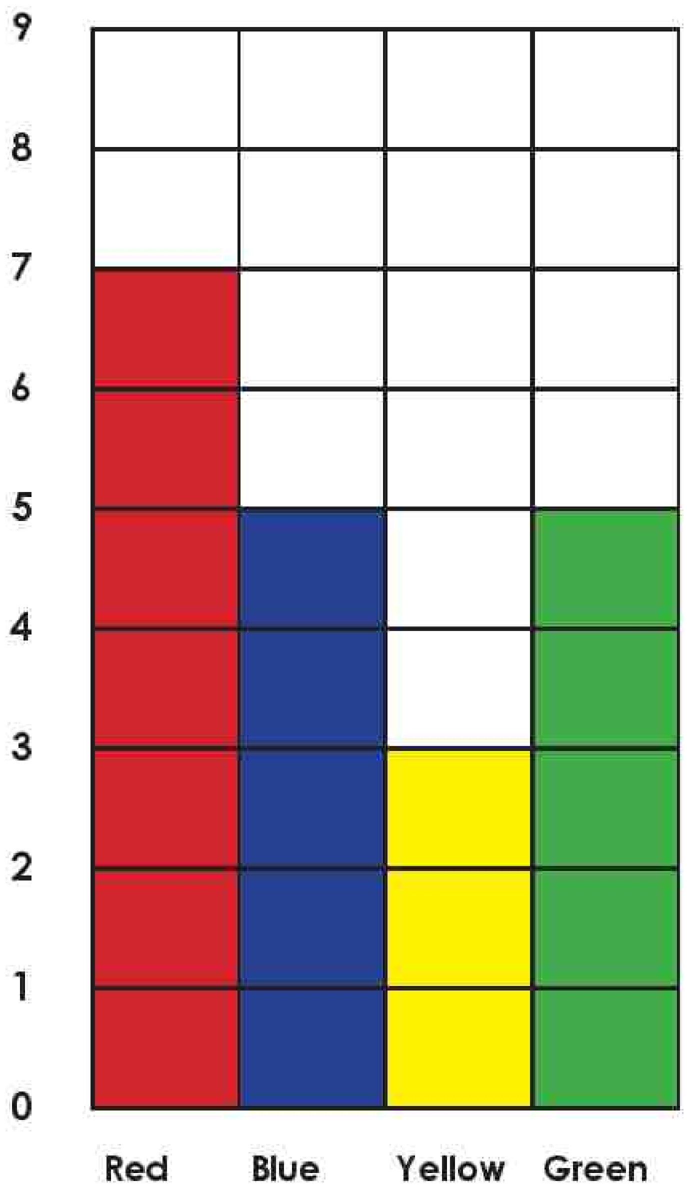
 ________  ________  ________

Draw the correct symbol (>, <, =)

The number of  is ________ than the number of 

BAR GRAPHS

DIRECTIONS: Use the bar graph to answer the questions below.



How many?

Red _ _ _ _

Blue _ _ _ _

Yellow _ _ _ _

Green _ _ _ _

Draw the correct symbol.

Red is _ _ _ blue.

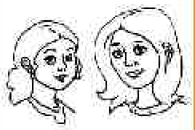
Circle the color that equals blue.

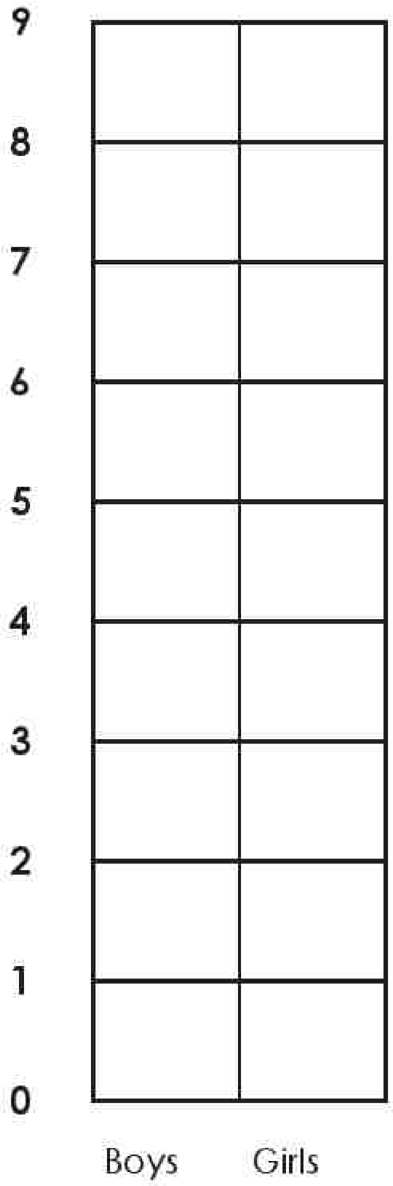
Blue = red yellow green

BOYS AND GIRLS IN MY FAMILY

DIRECTIONS: Write the number of boys and girls that are in your family. Use that data to make a bar graph.

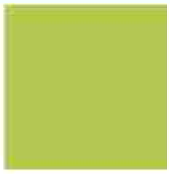
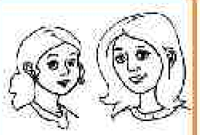




FAMILY PICTURE GRAPH

DIRECTIONS: Use a green square to represent a boy. Use a yellow circle to represent a girl. Create a picture graph using the data from your family bar graph.

Key

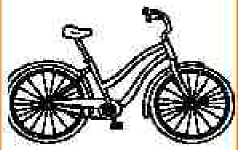
 **Boys**		 **Girls**	

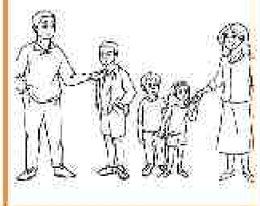
My Family

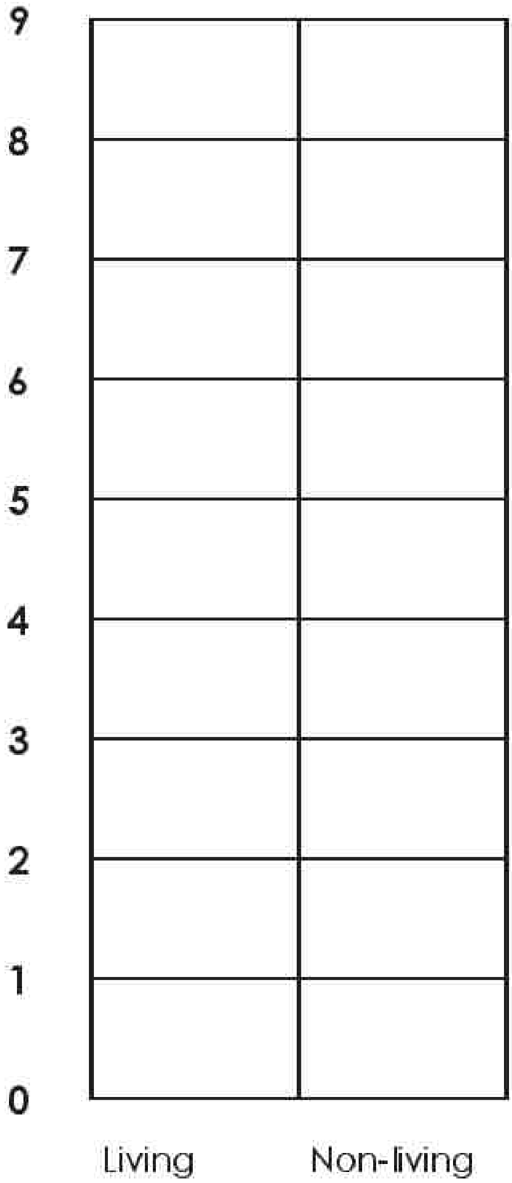
Boys	
Girls	

LIVING AND NON-LIVING THINGS

DIRECTIONS: Create a bar graph to show the number of living organisms and non-living things in your house. Include only humans in the living organisms category.









Living	
Non-living	

Compare your numbers to your shoulder partner.

1. LIVING organisms in my house: ______________

LIVING organisms in my partner's house: ______________

I have more/less/equal to LIVING organisms in my house.

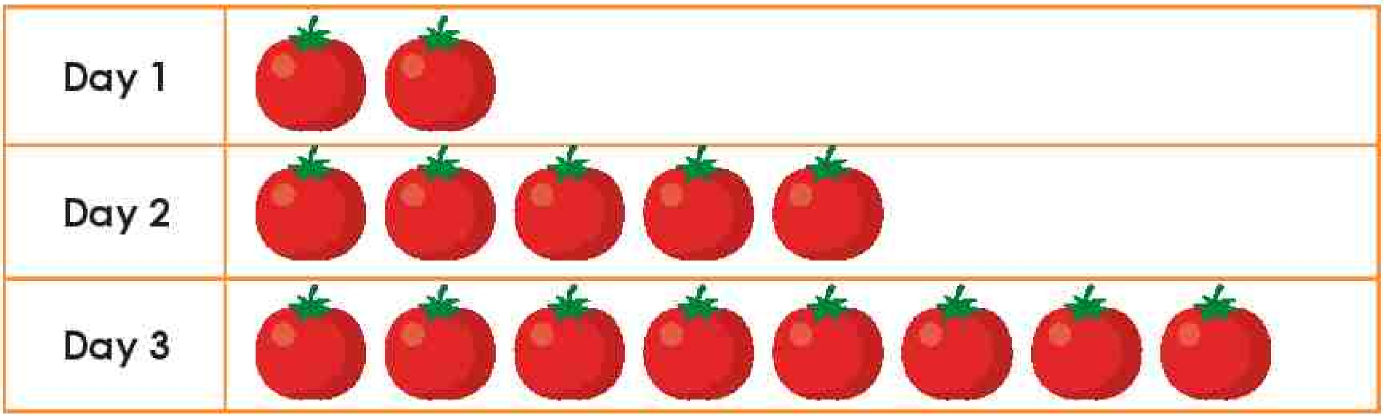
2. NON-LIVING things in my house: ______________

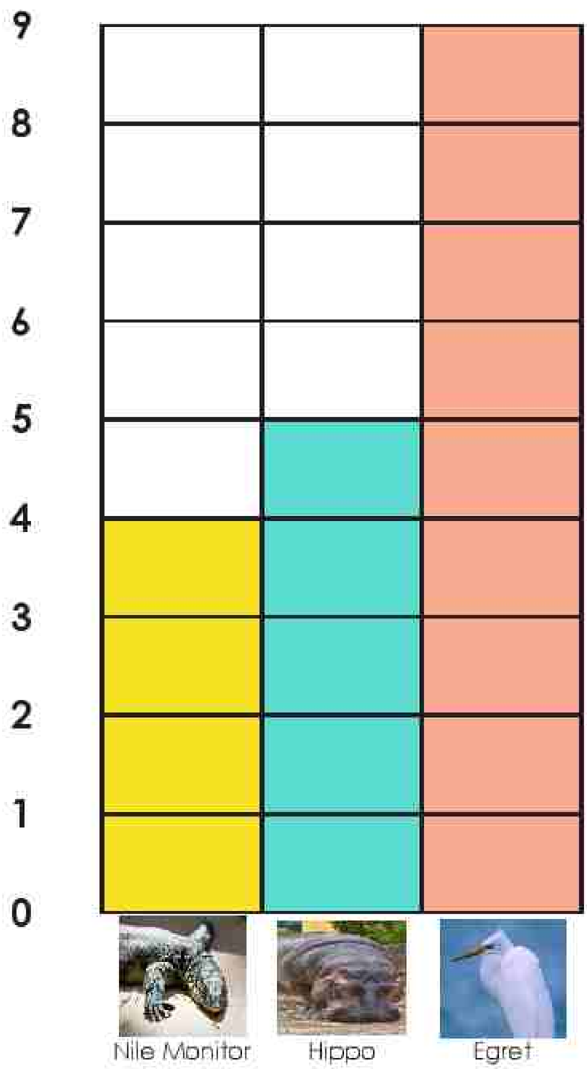
NON-LIVING things in my partner's house: ______________

I have more/less/equal to NON-LIVING things in my house.

GRAPHS

DIRECTIONS: Which graph is a bar graph? Which is a picture graph?

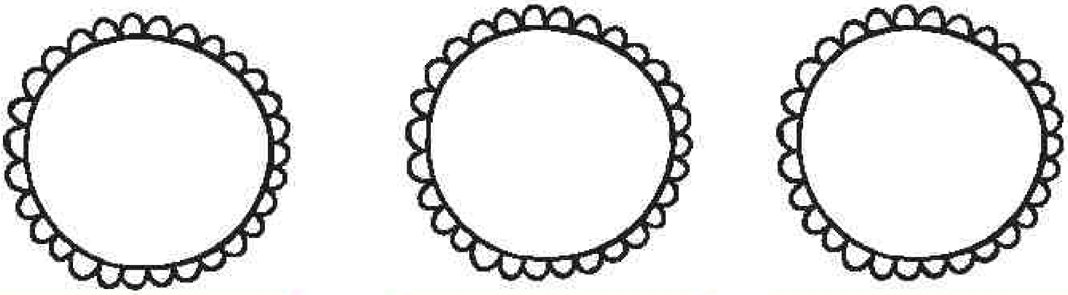




OUR CLASS DATA - COLORS

DIRECTIONS: Use crayons to color in the primary colors. Then fill in the data from your class.

Favorite Primary Color



What color do MOST students in our class prefer?

OUR CLASS DATA - HAIR LENGTH

DIRECTIONS: Use the circles to draw different hair styles. Be sure to include short, medium and long hair. Then fill in the data from your class.

Which hair length is MOST common in our class?

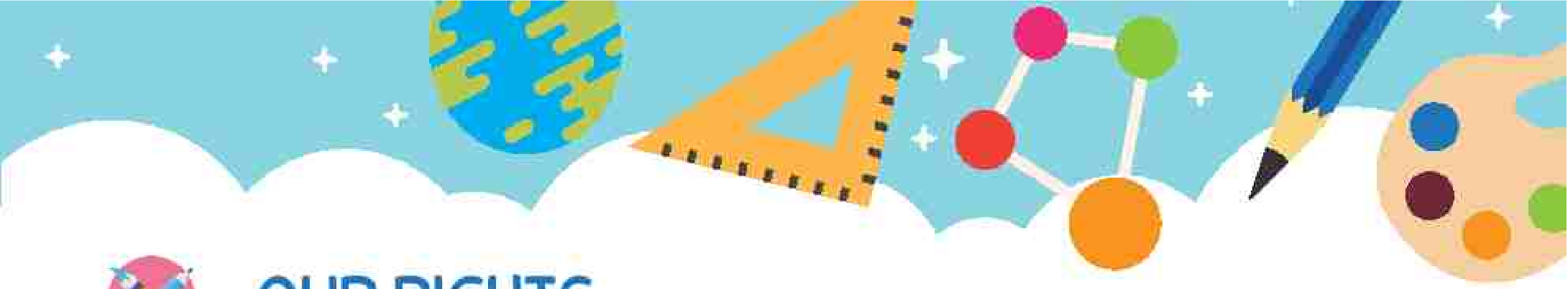
Which hair length is LEAST common in our class?



WHO AM I?

CHAPTER 4: OUR COMMUNITY





OUR RIGHTS



DIRECTIONS: Trace the words below. Write the first letter of your name in each box. This shows you agree with the right.

WE HAVE THE RIGHT TO:

BE SAFE

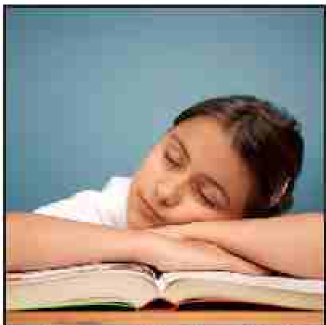
LEARN

SHARE IDEAS



RULES

DIRECTIONS: Draw a smiley face in the circle if the student is following the rules. Draw a frowning face in the circle if the student is not following the rules.















I AM RESPONSIBLE

DIRECTIONS: Draw a picture of yourself being a responsible community member.

Complete the sentence.

I can ______________________________ .



COMMUNITY HELPERS

DIRECTIONS: Match the community helper with the place where he or she would work.















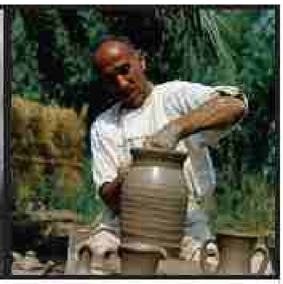


WORKER TOOLS

DIRECTIONS: Match the worker with the tool used to do the job.













DIRECTIONS: In the box next to the doctor, draw an important tool that he or she uses every day.



IMPORTANT JOBS

DIRECTIONS: Cut these boxes out on the dotted lines.

















INDUSTRIAL JOBS

DIRECTIONS: Glue or tape each job in the correct column.

INDUSTRIAL	NOT INDUSTRIAL

FOOD, WATER, AND SHELTER

DIRECTIONS: Use basic shapes and lines to draw food, water, and shelter in the boxes below. Color in your shapes.

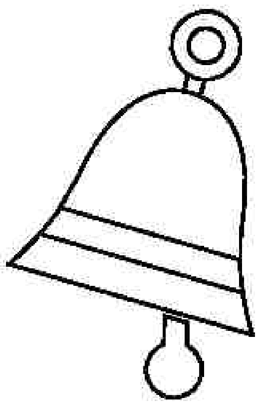




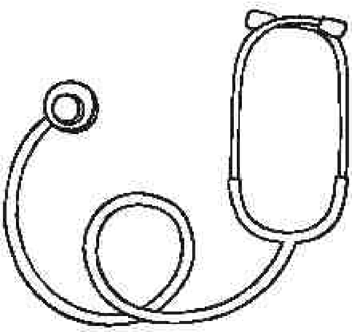
CONSTRUCTION WORKERS

DIRECTIONS: Use your pencil to draw a line from the construction worker to the important things he or she needs to wear or use to do the job.

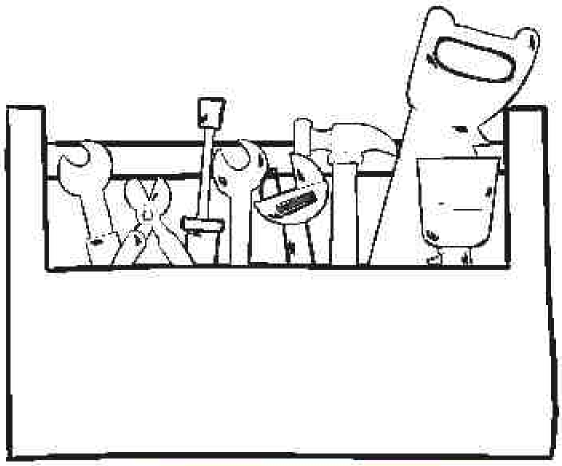












THE WORLD AROUND ME



CHAPTER 1 : OUR ENVIRONMENT

AT THE PLAYGROUND

DIRECTIONS: Use your pencil to circle the things that Karim sees.



Karim is at the playground.

He sees many things.

He sees a bird.

He sees a rock.

He sees a tree.

He sees a slide.

He slides down the slide!



"LIVING THINGS" SONG

LIVING THINGS

Living things all grow and change, grow and change, grow and change
Living things all grow and change
Non-living things do not.

Living things need food and water, food and water, food and water
Livings things need food and water
Non-living things do not.

Living things need air to breathe, air to breathe, air to breathe
Living things need air to breathe
Non-living things do not.

Living things move on their own, on their own, on their own
Living things move on their own
Non-living things do not.

IS IT LIVING?

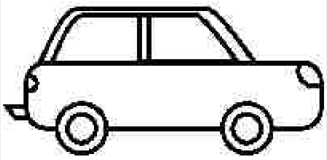
DIRECTIONS: Write yes or no in each box.

Object	Does it grow and change?	Does it need food and water?	Does it need air?	Does it move by itself?	Is it living?
Bird 					
Rock 					
Tree 					
Slide 					

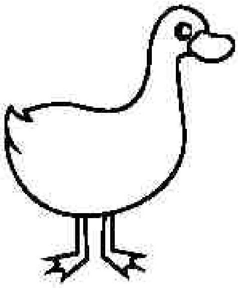
LIVING AND NON-LIVING THINGS

DIRECTIONS: Look at each picture below. Does it show a living or non-living thing? Color pictures of living organisms green. Color pictures of non-living things blue.

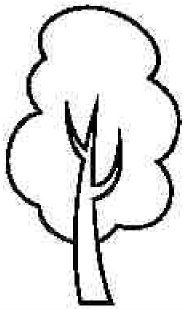
Car



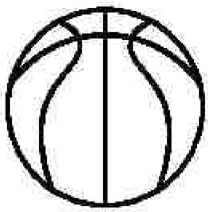
Duck



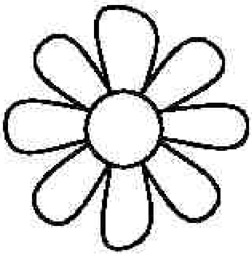
Tree



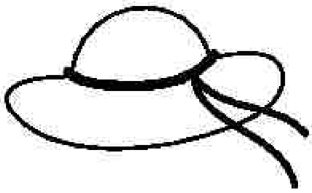
Ball



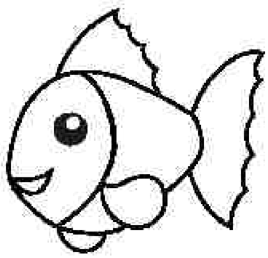
Flower



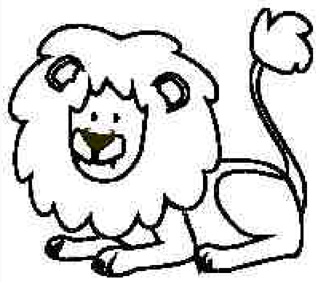
Hat



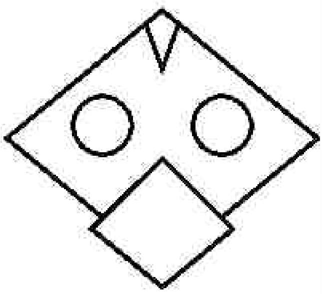
Fish



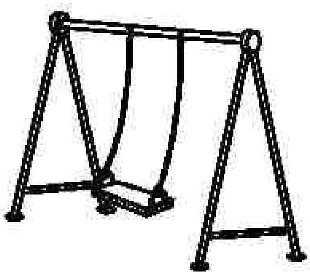
Lion



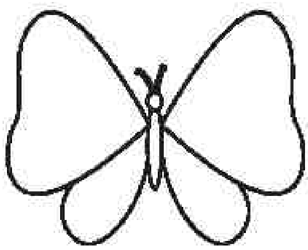
Kite



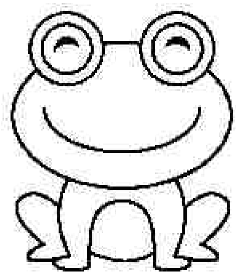
Swings



Butterfly



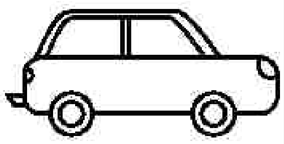
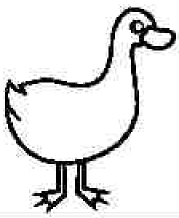
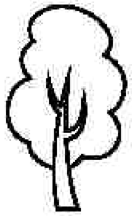
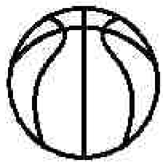
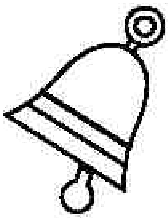
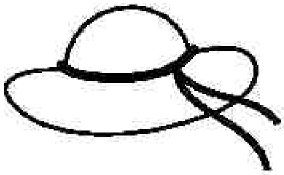
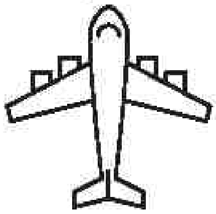
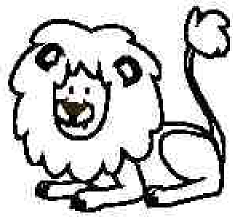
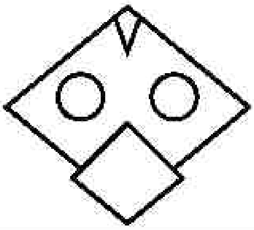
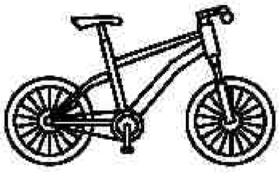
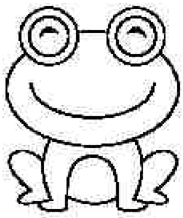
Frog



MAKING GROUPS

DIRECTIONS: Sort the objects below into groups.

Write each word in the correct box.

Car 	Duck 	Tree 	Ball 
Bell 	Hat 	Airplane 	Lion 
Kite 	Swings 	Bicycle 	Frog 

Things We Can Play With	Things That Make Sounds	Things That are Living

OBSERVATION WALK

DIRECTIONS: Draw and label one object you have seen in each box.



LIVING OR NON-LIVING?

DIRECTIONS: Write each object you observed outside in the correct column. Count the number of objects in each category.

LIVING	NON-LIVING



PLANTS AND ANIMALS

DIRECTIONS: Count how many plants and animals you observed. Then, use the numbers to write a number sentence.

How many plants? _______________

How many animals? _______________

number of living organisms = ________ + ________
plants animals



WRITING PRACTICE

DIRECTIONS: Practice writing the word "environment."
Trace the word twice, and then write on your own three times.

environment

environment

WRITING PRACTICE

DIRECTIONS: Practice writing the words "living" and "non-living." Trace the word first. Then write it on your own.

living

non-living

DESERT

DIRECTIONS: Write an important detail about the environment on the lines. Draw a picture of the environment.
Circle the animals you think live there.









DELTA

DIRECTIONS: Write an important detail about the environment on the lines. Draw a picture of the environment.
Circle the animals you think live there.



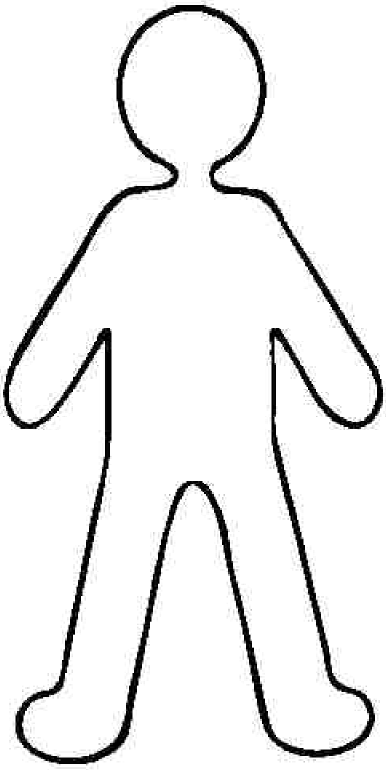


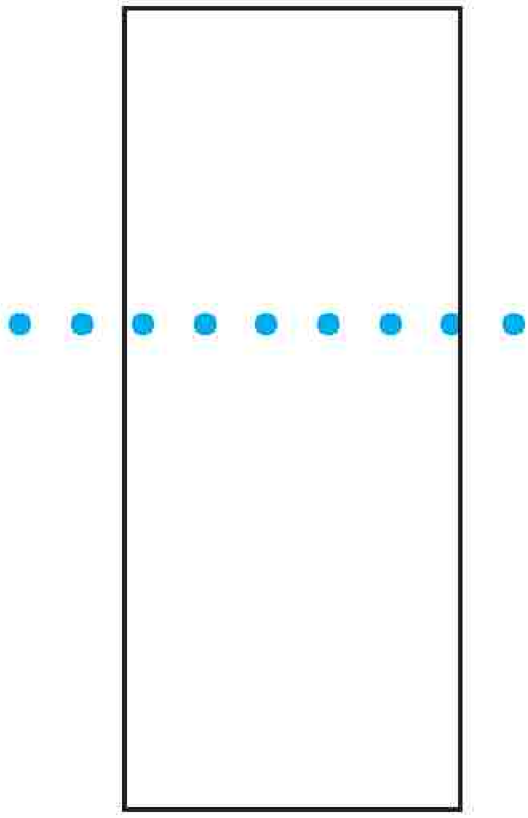




OUR BODY IS MADE OF WATER

DIRECTIONS: Color in the body below up to the dotted line.
This is how much of our bodies are made up of water!







"WE NEED WATER TO SURVIVE" SONG

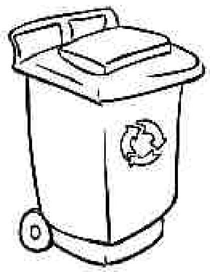
WE NEED WATER TO SURVIVE

We need water to survive
It keeps us alive.
And if you drink it everyday
You can run and play.
It's in our food,
It's in the clouds,
You'll find water everywhere,
We need water to survive,
It keeps us alive.



TAKE CARE OF THE ENVIRONMENT

DIRECTIONS: Put a red X through the actions that will hurt the environment. Put a green circle around the actions that will help take care of your surroundings. Color the pictures.

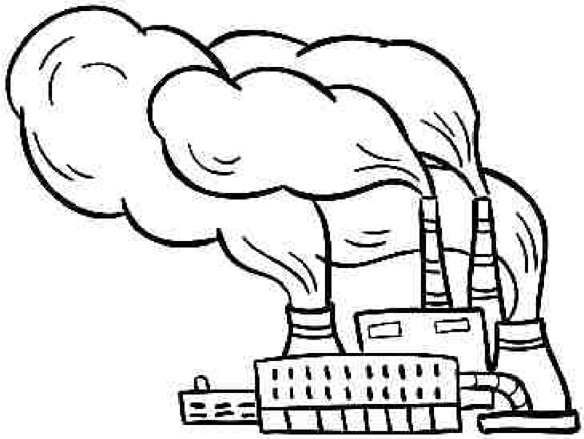
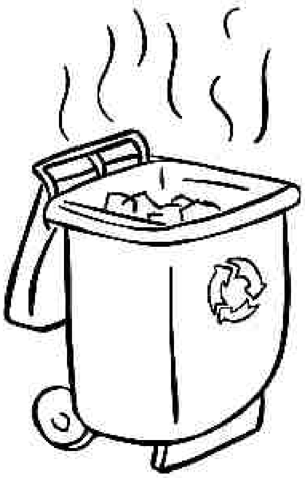
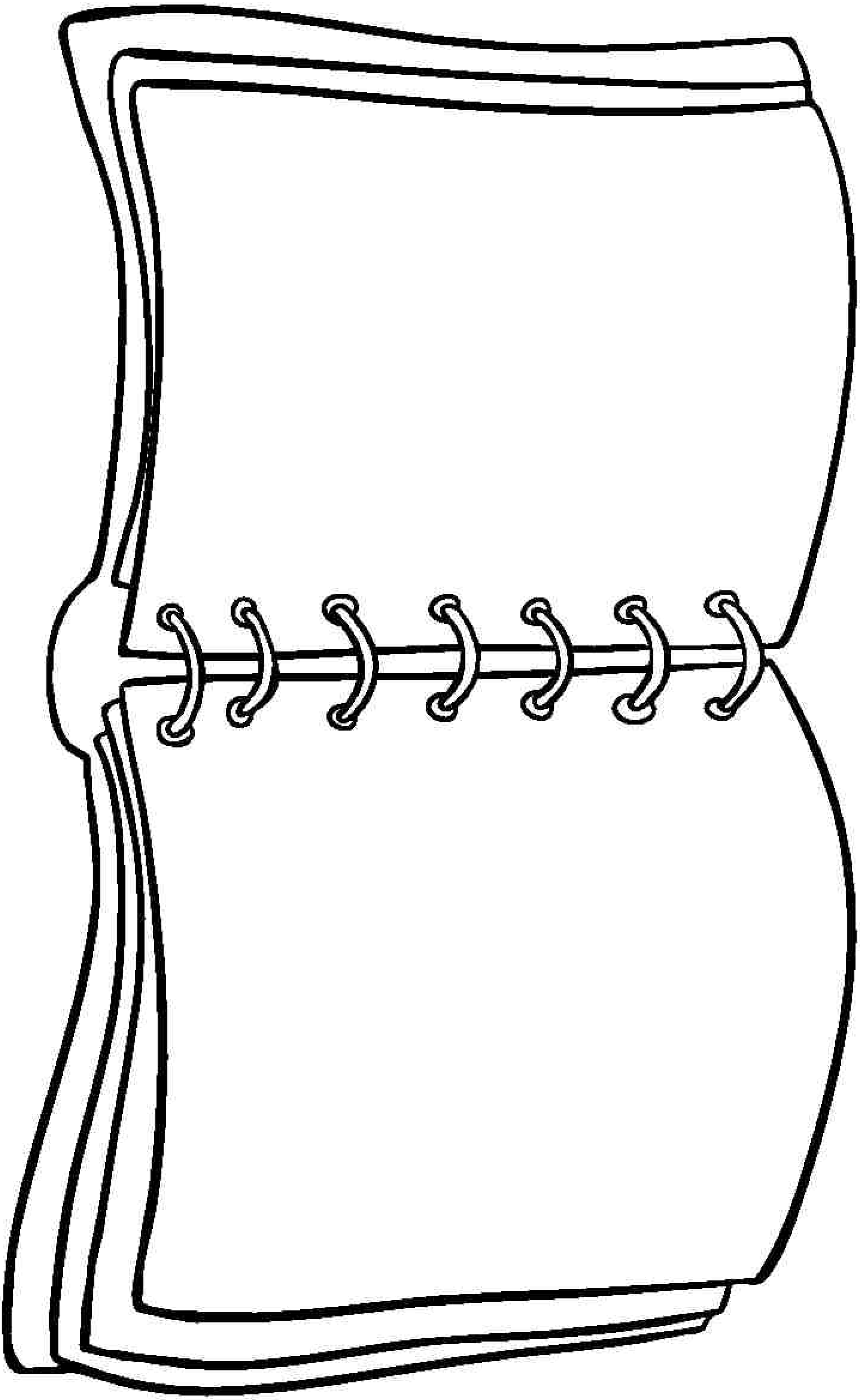




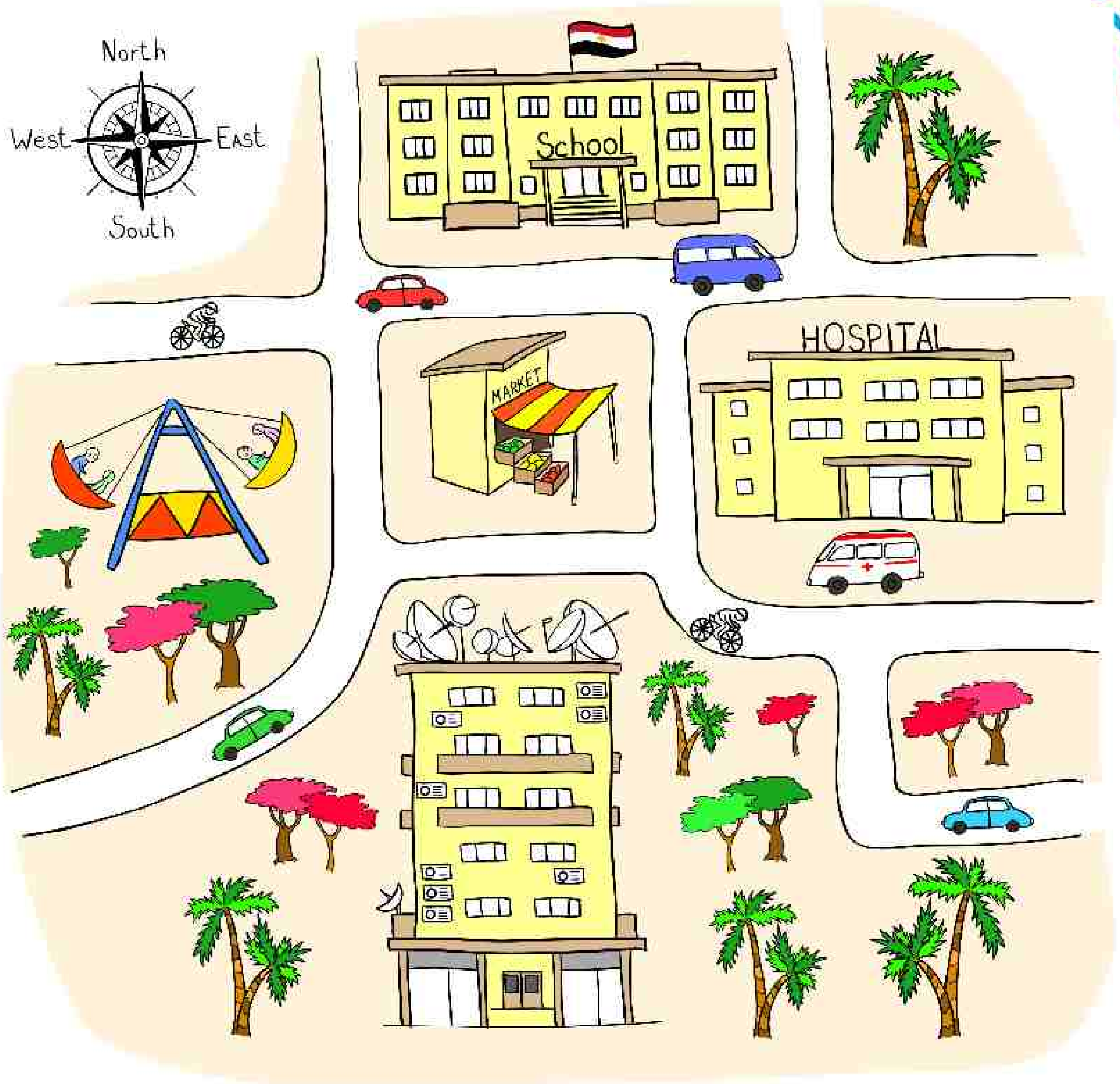


PHOTO ALBUM

DIRECTIONS: In each page of the photo album, draw a picture of you being responsible for your environment.



USING A MAP



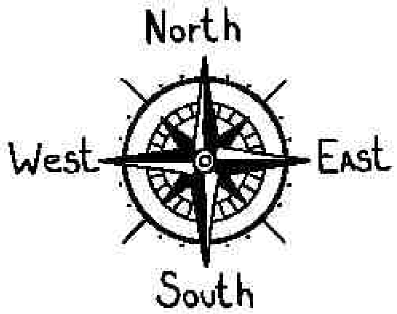
DIRECTIONS: Use the map to complete the sentences below.

The school is ______________ of the house.

The hospital is ______________ of the playground.

ROUGH DRAFT

DIRECTIONS: Use the space below to create with your partner the rough draft of your map using tools of your choice.

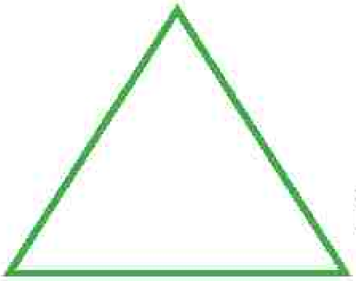
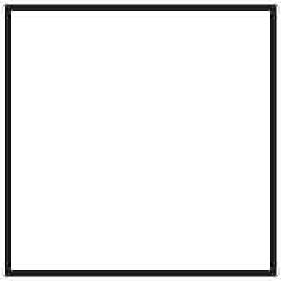


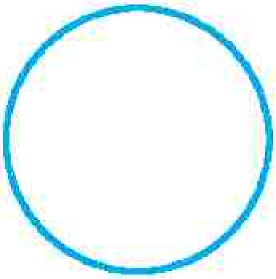
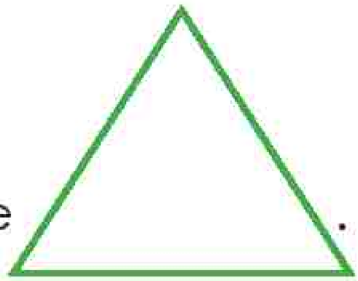
KEY

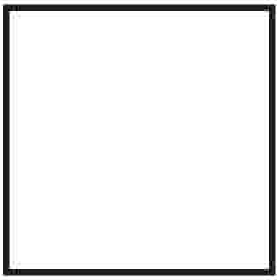
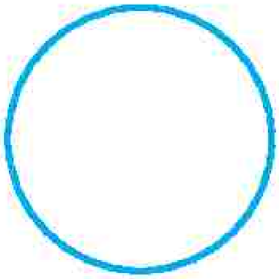
- ▲ = living
- ■ = non-living
- ● = water

WHICH DIRECTION IS IT?

DIRECTIONS: Use your map to complete the sentences below. Then, write your own sentence about the items on your map.

The  is ______________ of the .

The  is ______________ of the .

The  is ______________ of the .

OUR ENVIRONMENT POSTER

DIRECTIONS: Use this space to create the final draft of your map poster project.

OUR ENVIRONMENT MAP REVIEW

DIRECTIONS: Draw and label your answer to each question. Try to write a sentence explaining your answer.

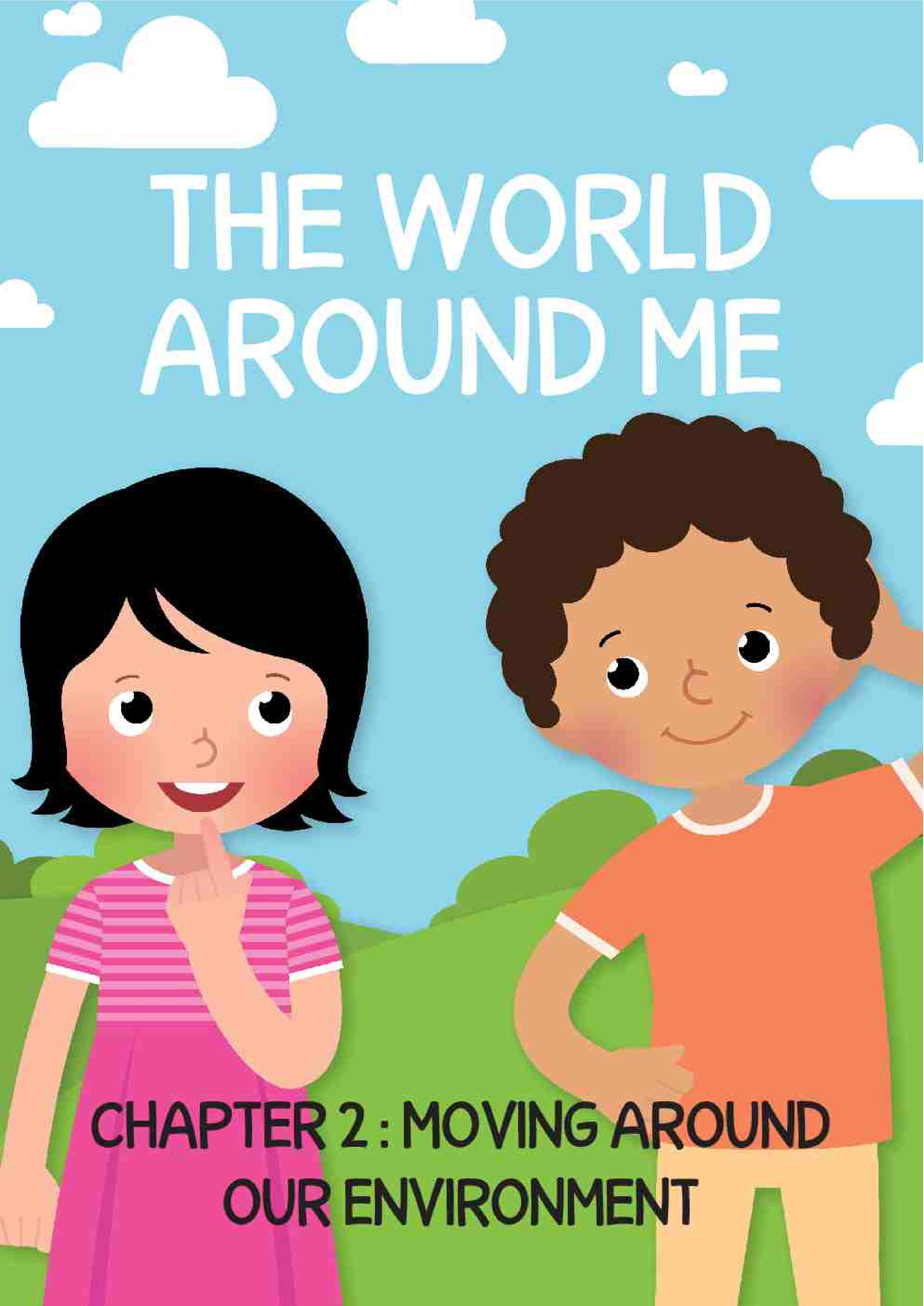
How was your map different from another group's map?

Theirs	Ours

How was your map similar to another group's map?

Theirs	Ours

THE WORLD AROUND ME

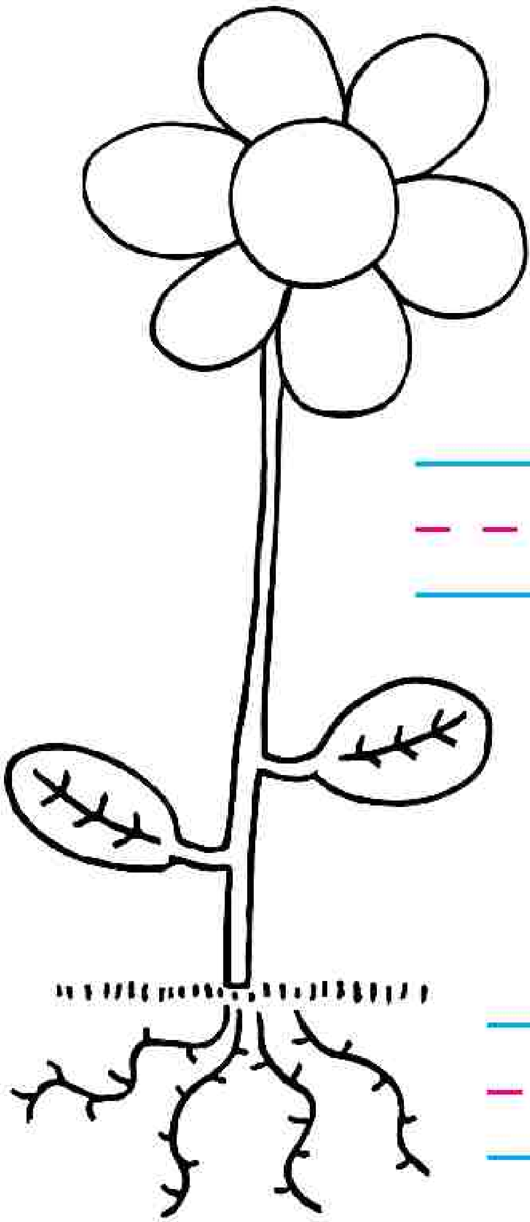


CHAPTER 2 : MOVING AROUND OUR ENVIRONMENT

PLANT DIAGRAM

DIRECTIONS: Use the word bank to label the parts of the plant. Draw a line from the plant part to its function.

leaves | flower | roots | stem



Holds the plant in the ground. Soaks water from the soil.

Holds the plant up. Carries water from the roots to the different parts of the plant.

Lets in air.
Uses sunlight to make food.

Makes seeds.

ANIMAL DIAGRAMS

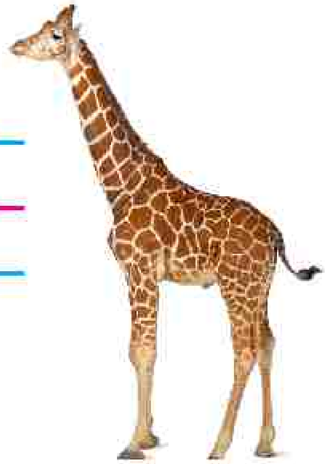
DIRECTIONS: Use the word bank to label the parts of the animals.

shell	wing	fin	claws	hooves
tail	beak	long neck	feathers	scales
	teeth	antlers	pouch	















ANIMALS

Directions: Observe each animal moving.









HOW ANIMALS MOVE

DIRECTIONS: Cut around each image to use in the sorting activity on the next page.



dolphin



rabbit



elephant



butterfly



bear



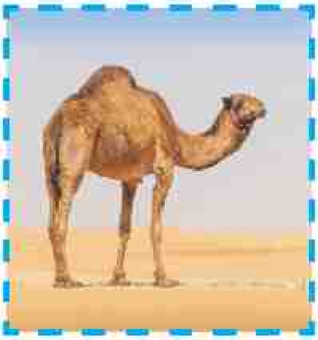
owl



penguin



frog



camel



bat



fish



cricket

DIRECTIONS: Sort the animals by how they move. Write the name of your favorite animal in each group.

WALK, RUN, HOP	SWIM	FLY
My favorite animal who walks, runs or hops is	My favorite animal who swims is	My favorite animal who can fly is

"IF YOU MOVE AND YOU KNOW IT" SONG

DIRECTIONS: Sing the song. Imitate the movements.
Then, circle all the movement words with your pencil.

IF YOU MOVE AND YOU KNOW IT

If you're a worm and you know it, wiggle around.
If you're a worm and you know it, wiggle around.
If you're a worm and you know it, wiggle around on the ground.
If you're a worm and you know it, wiggle around.

If you're playing on the playground, spin around.
If you're playing on the playground, spin around.
If you're playing on the playground, spin around really fast.
If you're playing on the playground, spin around.

If you're a student and you know it, raise your hand.
If you're a student and you know it, raise your hand.
If you're a student and you know it, raise your hand to show it.
If you're a student and you know it, raise your hand.

If you're playing with a ball, kick it high.
If you're playing with a ball, kick it high.
If you're playing with a ball, kick it high into the sky.
If you're playing with a ball, kick it high.



HOW OBJECTS MOVE INVESTIGATION

DIRECTIONS: Test each object to see how it can move.
Write yes or no in each box.







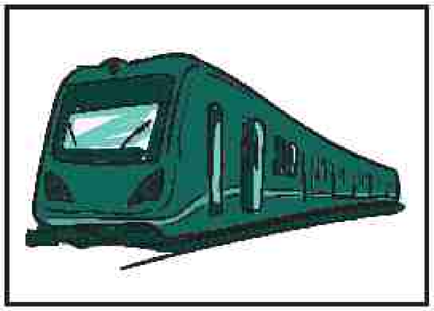
Object	Bounce	Roll	Spin	Slide
BALL				
BLOCK				
PENCIL				

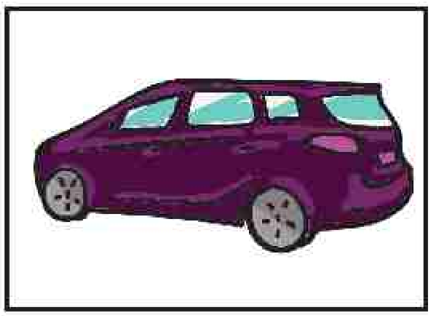


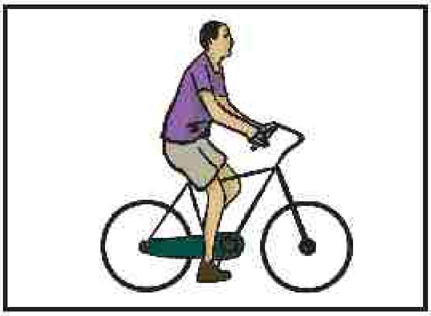
TRANSPORTATION IN EGYPT

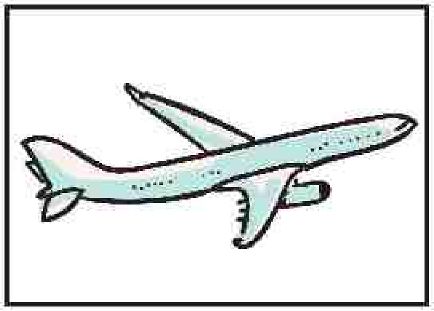
DIRECTIONS: Look at the pictures below.

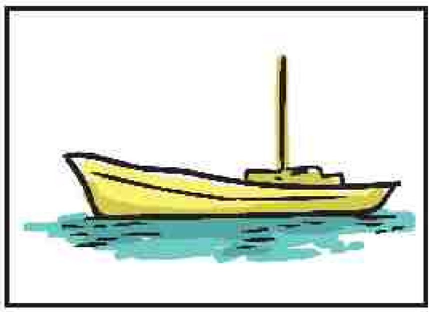
Write the name of each type of transportation on the lines.

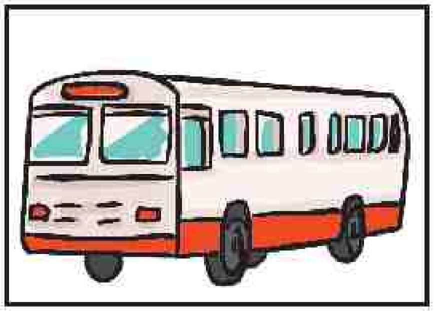


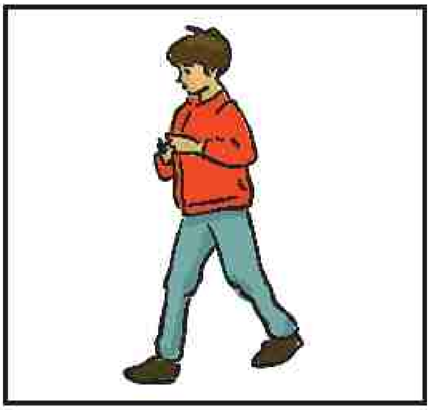












MOVING AROUND OUR WORLD

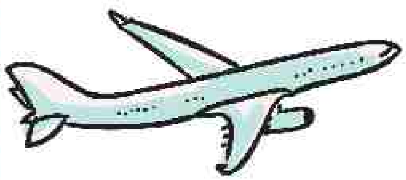
DIRECTIONS: Cut out the transportation pictures. Glue them to the large picture on the next page of an environment. Think about where they should each go.

















DOES IT CAUSE POLLUTION?

DIRECTIONS: Decide with your partner if each form of transportation causes pollution or not. Write each word from the box into the correct column in the table.

train car boat walk

airplane bicycle bus

Pollution 	No Pollution 



RIDDLES

DIRECTIONS: Read the clues below. Write the good behavior that solves each riddle.

Riding on a train can be really neat.

To keep people safe, I need to stay in my ______.

When I'm walking across a street, to stay safe

I should always look both ______.

Boats tip over when they are far from land.

I should always stay seated. I should never ______.

When the traffic sign turns red in the circle on top,

That is my reminder that I should ______.

When I'm riding on a bus, fast or slow,

I should never throw anything out the ______.

TRAFFIC RULES AND SIGNS

DIRECTIONS: Read the text passage below.

Our roads are very busy.
It is important to follow traffic rules.
Cars and buses must drive on the right side of the road.
Drivers must drive safely.
Passengers must wear a seatbelt.
Drivers must pay attention to all traffic signs.
People walking along the streets must pay attention, too.



STOP



SLOW DOWN



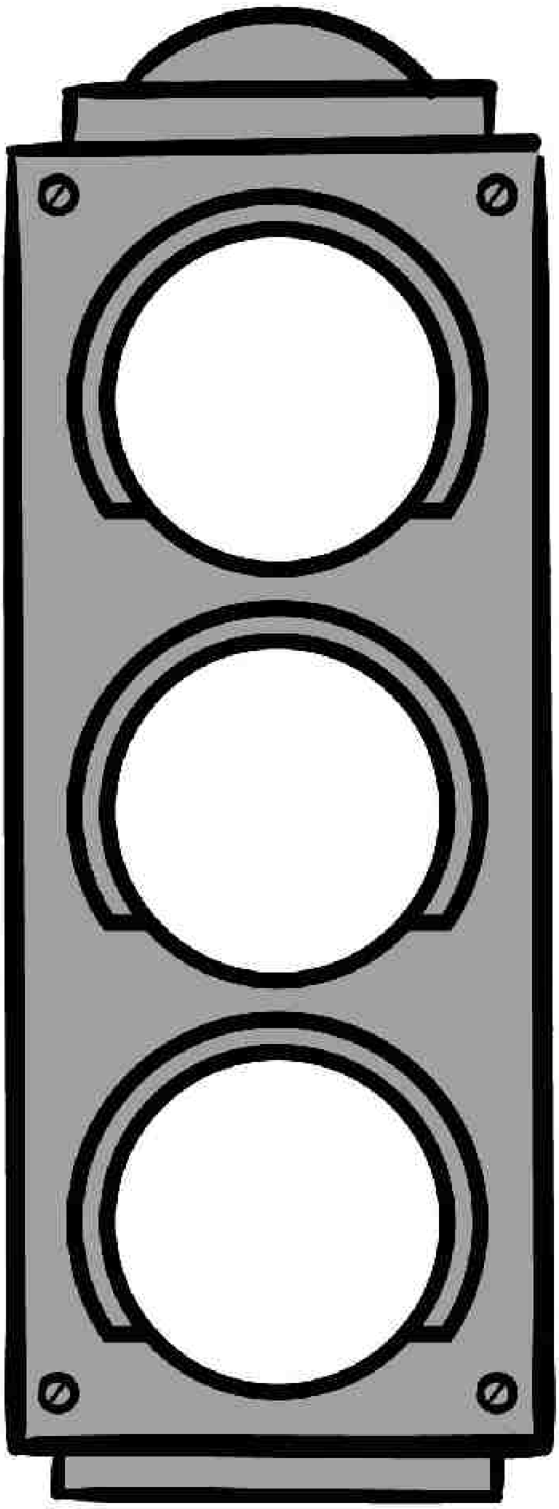
DO NOT ENTER


STOP



TRAFFIC LIGHTS

DIRECTIONS: Color each circle the correct color.
Write what the color means on the line.



SAFETY PLEDGE

DIRECTIONS: Write a sentence to tell how you will be safe while you walk and use another form of transportation.

I will be safe when I walk. I will

I will be safe when I

I will

DIRECTIONS: Draw a picture of you being safe while using a form of transportation.

DESIGN PROCESS

DIRECTIONS: Each box contains a step in the design process.
Follow your teacher's direction to complete each step one at a time.

IDEA → MATERIALS → PLAN → BUILD

1. IDEA: What is your IDEA for your form of transportation?

2. MATERIALS: List all materials.

3. PLAN: Draw your design. Include labels.

MODEL PRESENTATION

DIRECTIONS: Complete the sentences below. You will read this information to the class when you present your model.

IDEA: We chose to build a model of a

MATERIALS/PLAN: We used

to build our model.

RULE: What should you do when you use our form of transportation?

One positive thing that went well was:

One thing we would like to change is:

MODEL REVIEW

DIRECTIONS: Answer the questions about your classmate's model.

1. What form of transportation did the model represent?

2. How was the group's model the same as your model?

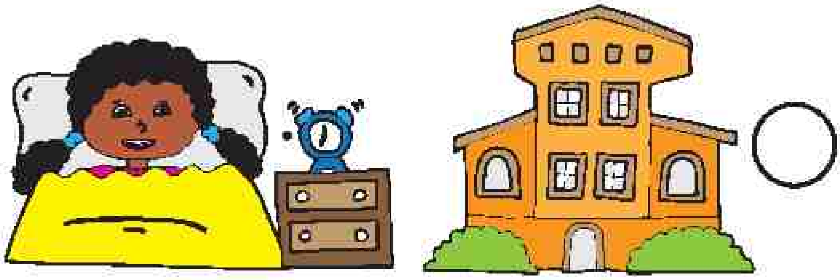
THE WORLD AROUND ME



CHAPTER 3 : GROWING FOOD IN THE WORLD AROUND US

THE SUN IN THE SKY

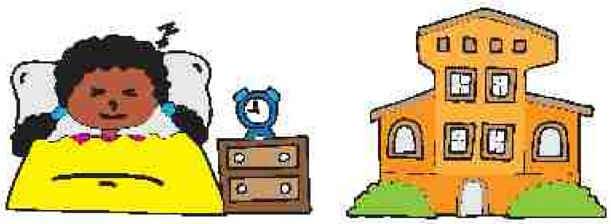
DIRECTIONS: Read the story. Use a yellow crayon to color the sun.



Mona wakes up. She sees the sun.



Mona eats lunch. She sees the sun.



Mona goes to bed.
She does not see the sun.



Mona plays a game. She sees the sun.

SEASONS OF THE YEAR

1. Each season of the year, weather changes,
Weather changes, weather changes.
Each season of the year, weather changes
All year long.

2. The leaves on the tree fall to the ground.
To the ground, to the ground.
The leaves on the tree fall to the ground,
All fall long.

3 The weather outside is cold and rainy
Cold and rainy, cold and rainy.
The weather outside is cold and rainy
All winter long.

4. The flowers and leaves are starting to grow
Starting to grow, starting to grow.
The flowers and leaves are starting to grow,
All spring long.

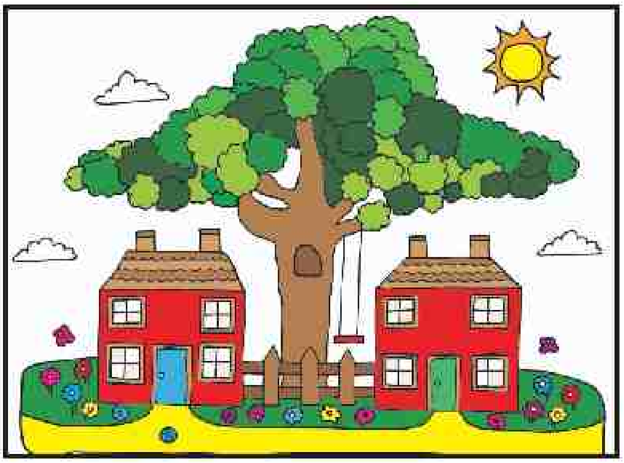
5. The weather outside is hot and sunny
Hot and sunny, hot and sunny.
The weather outside is hot and sunny
All summer long.

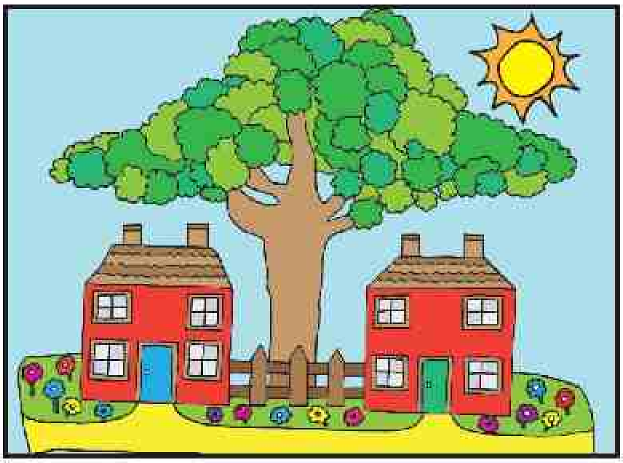
WHICH SEASON?

DIRECTIONS: Look at each picture. Write the name of the season under the picture.

winter fall spring summer









SORTING CLOTHES

DIRECTIONS: Look at the clothes. Sort the clothes into the correct closet. Write the name of each item of clothing in the correct closet.

Winter	Summer

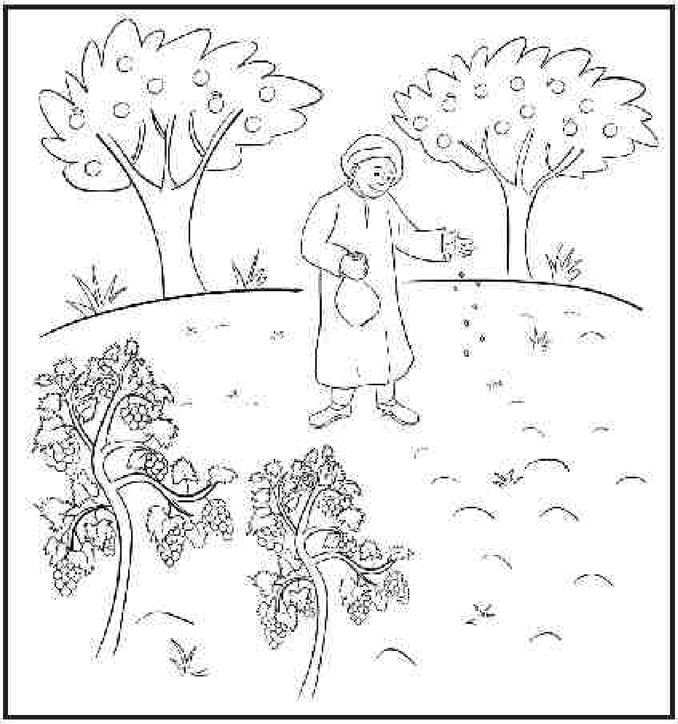


WINTER OR SUMMER?

DIRECTIONS: Read the story. Underline the fruits and vegetables.

This is a farmer.

The farmer grows fruits and vegetables.



It is winter.

The farmer collects oranges.

The farmer grows carrots.

The farmer grows beets.

It is summer.

The farmer grows watermelon.

The farmer collects mangoes.

The farmer collects grapes.

Thank you, farmer.

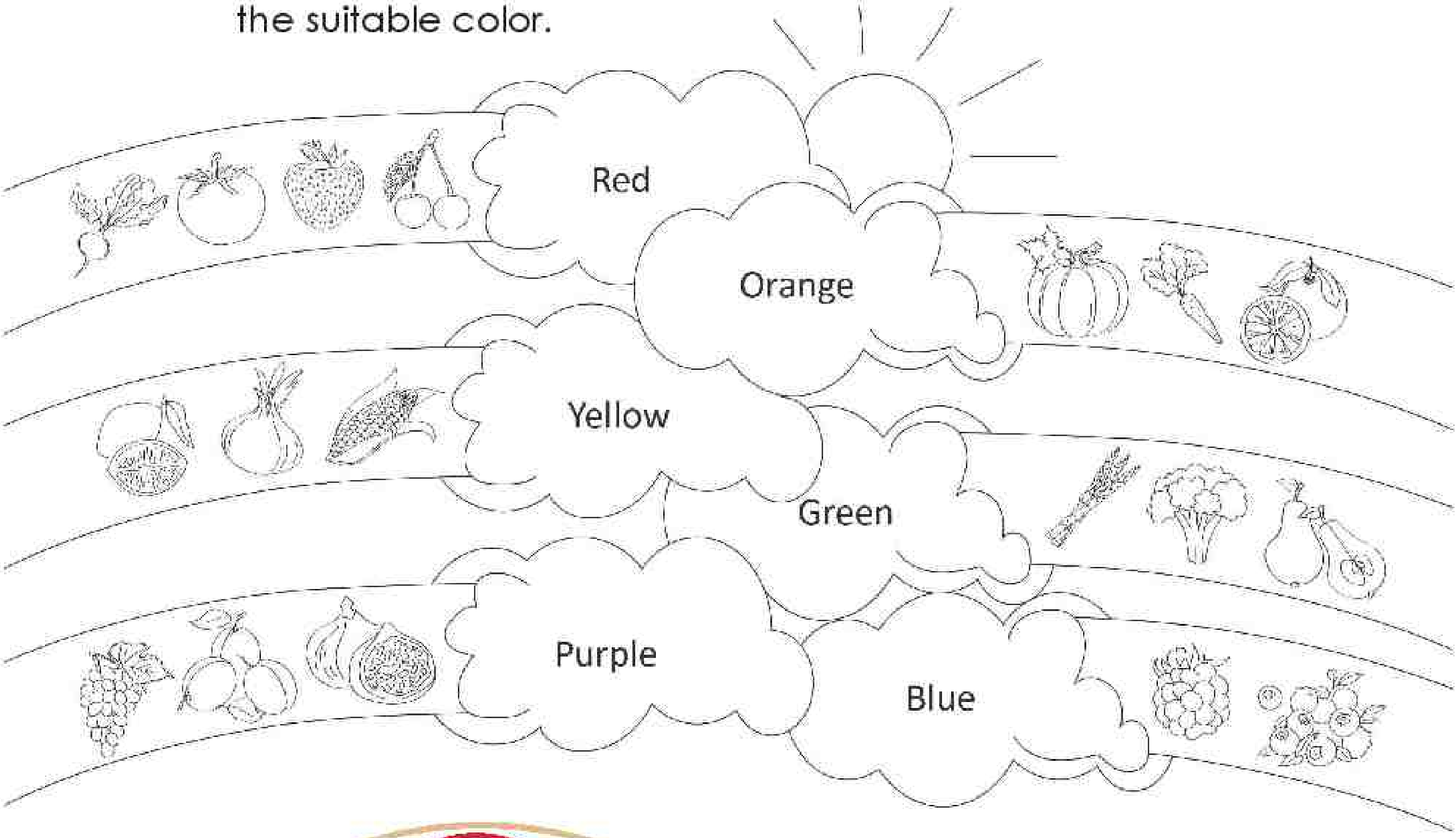
DIRECTIONS: Sort the fruits and vegetables.

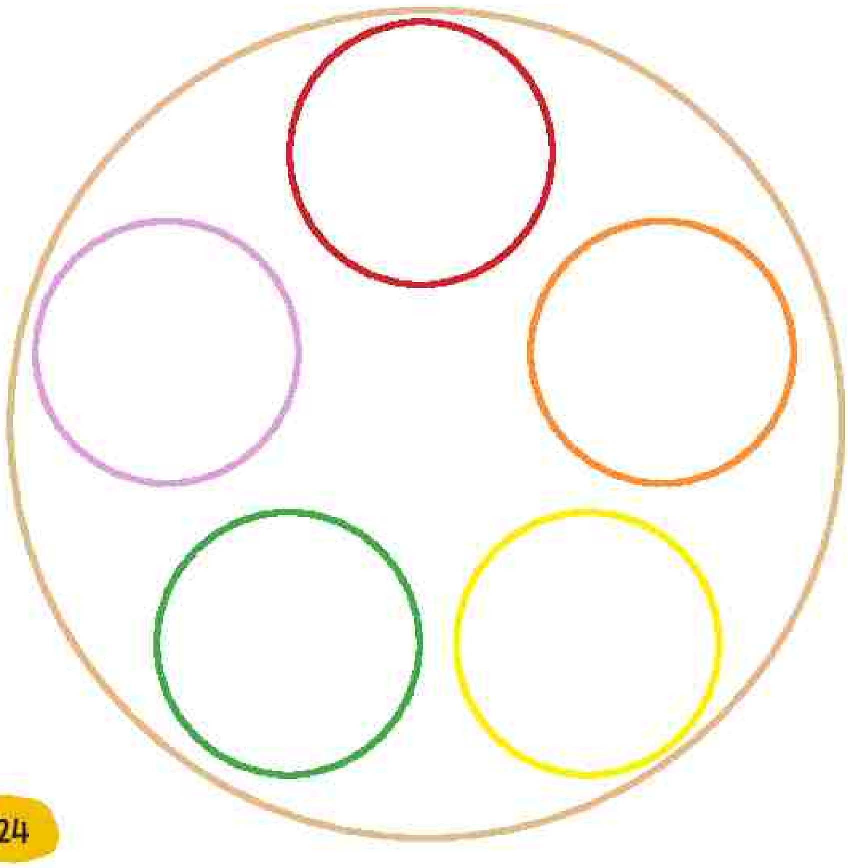
Write the name in the box under the correct season.

WINTER	SUMMER

MY COLORFUL PLATE

DIRECTIONS: Color the rainbow of fruits and vegetables the suitable color.





DIRECTIONS: Draw a fruit or vegetable of every color on your plate.

HEALTHY FOOD CHOICES

DIRECTIONS: Circle the healthy food choices.







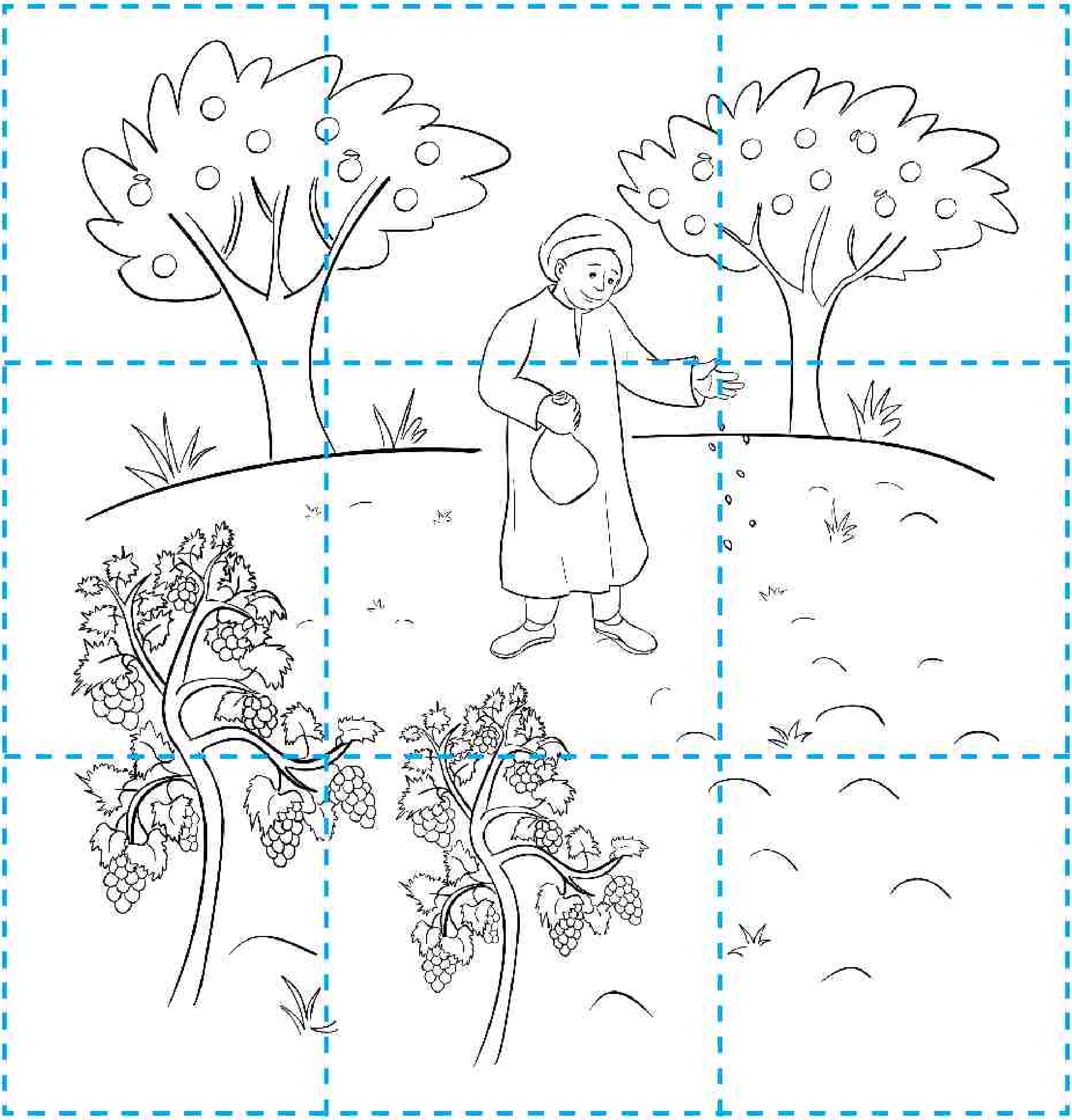






FARMER PUZZLE

DIRECTIONS: Color the picture. Cut out the pieces.



FARMERS

DIRECTIONS: Look at the pictures. Think about what jobs a farmer can do.









AGRICULTURAL OR INDUSTRIAL?

DIRECTIONS: Circle the agricultural pictures with a green crayon. Circle the industrial pictures with a red crayon.











IF I WAS A FARMER

DIRECTIONS: Choose an agricultural job. Draw a picture of yourself doing the job and using tools. Write two sentences about your job.

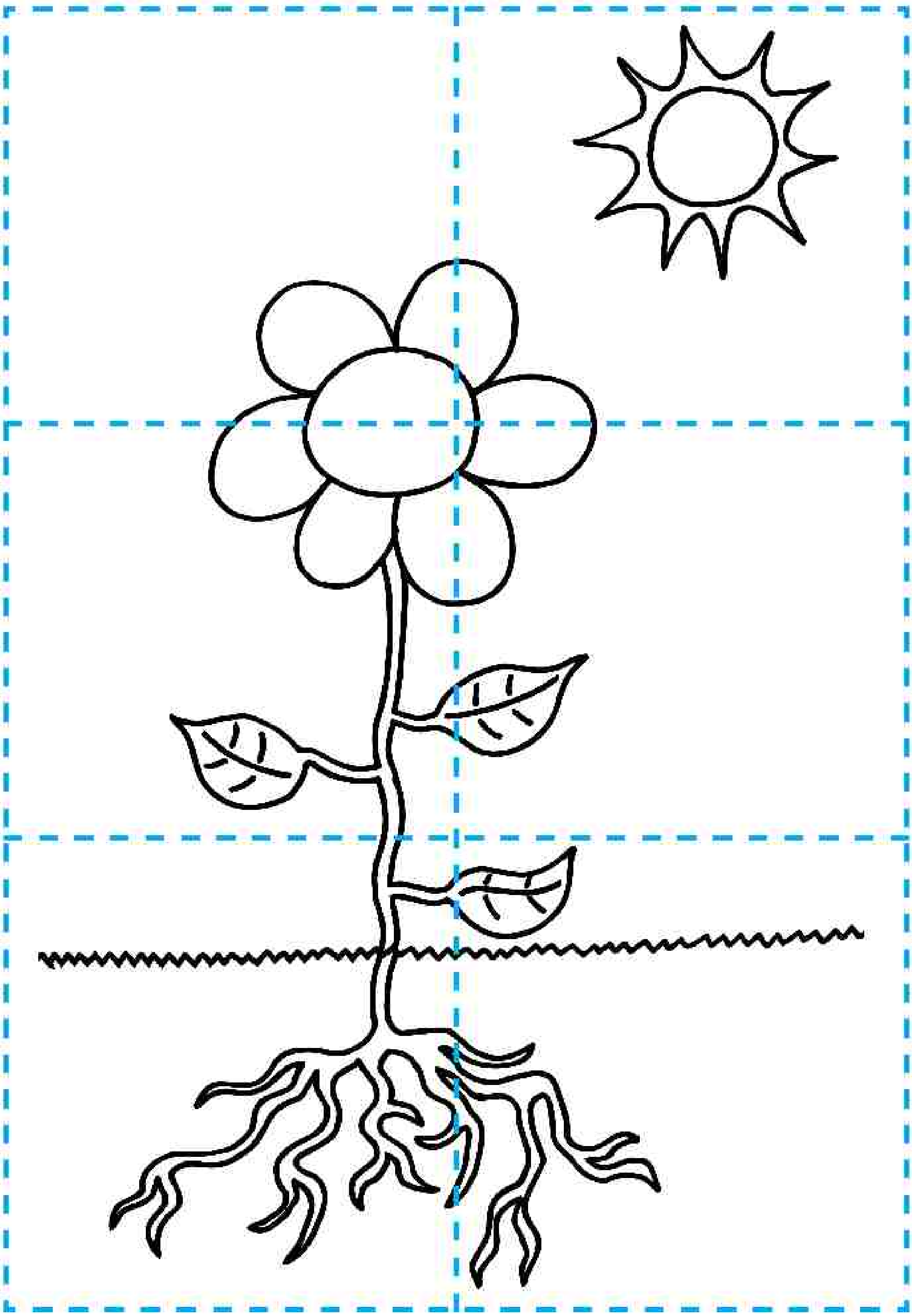
TOOLS FOR FARMERS

DIRECTIONS: Look at the picture below.
Circle all the agricultural tools you can find.



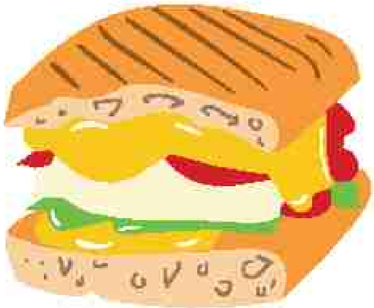
PLANT PUZZLE

DIRECTIONS: Color the picture. Cut out the pieces. Make a puzzle.



HOW WE USE PLANTS

DIRECTIONS: Say the five most common uses of plants out loud as you read.



Food



Clothes



Fuel



Shelter





Medicine

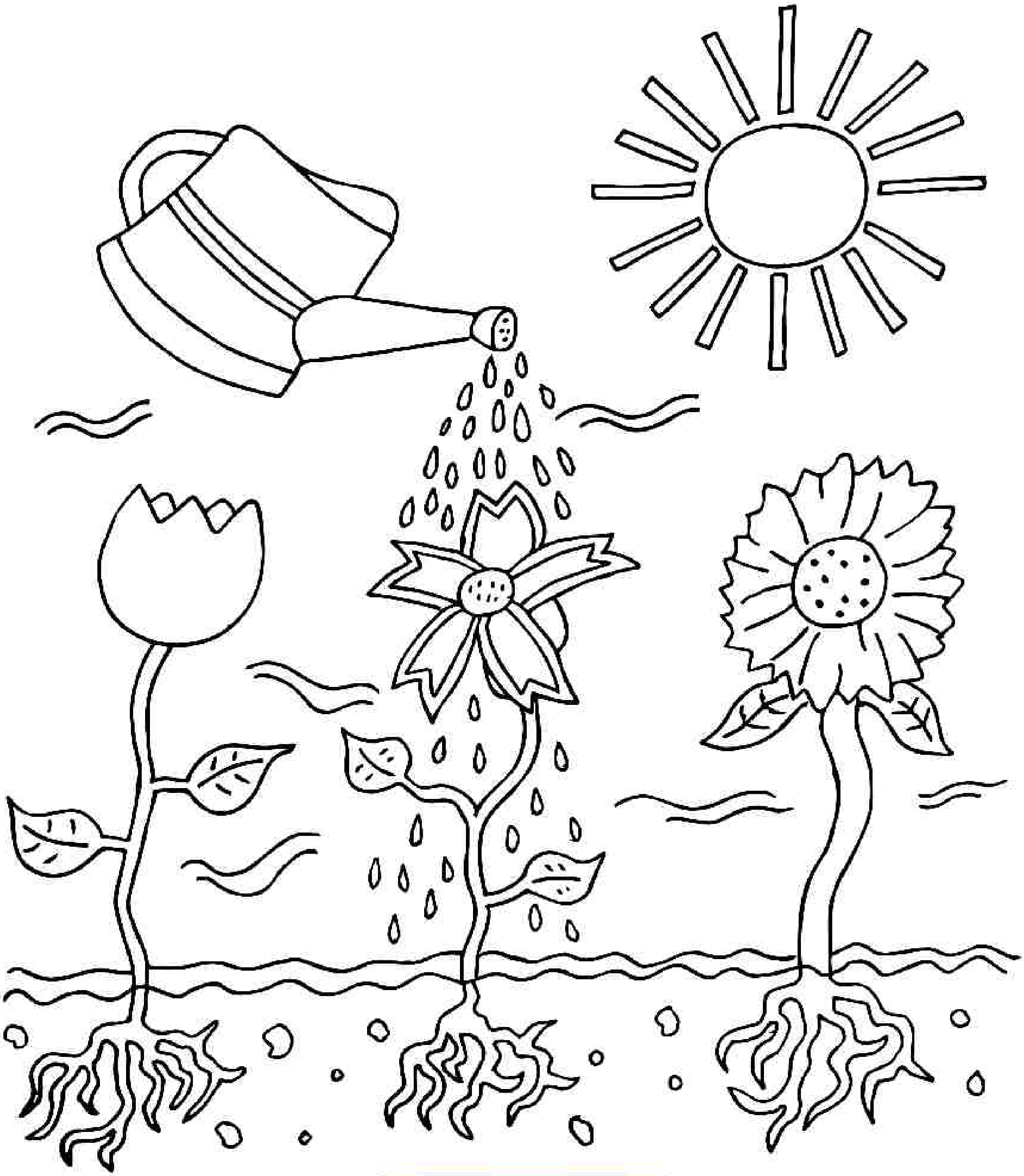
THE AMAZING PLANT

DIRECTIONS: Draw and color your favorite plant or tree.
Write a list of ways you can use your favorite plant or tree.

USES:

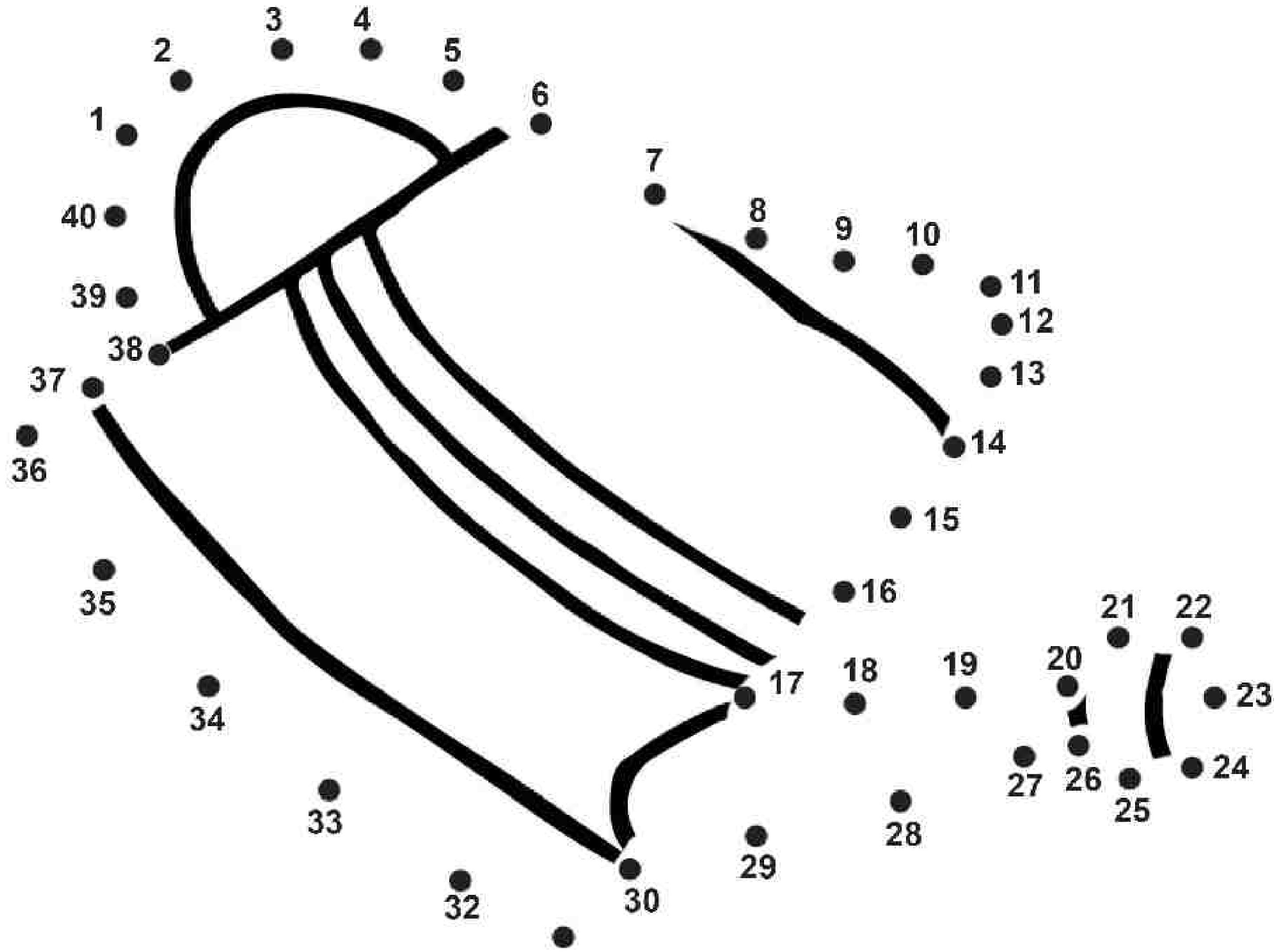
PLANT NEEDS

DIRECTIONS: Color in each of the plant's needs.



DOT-TO-DOT

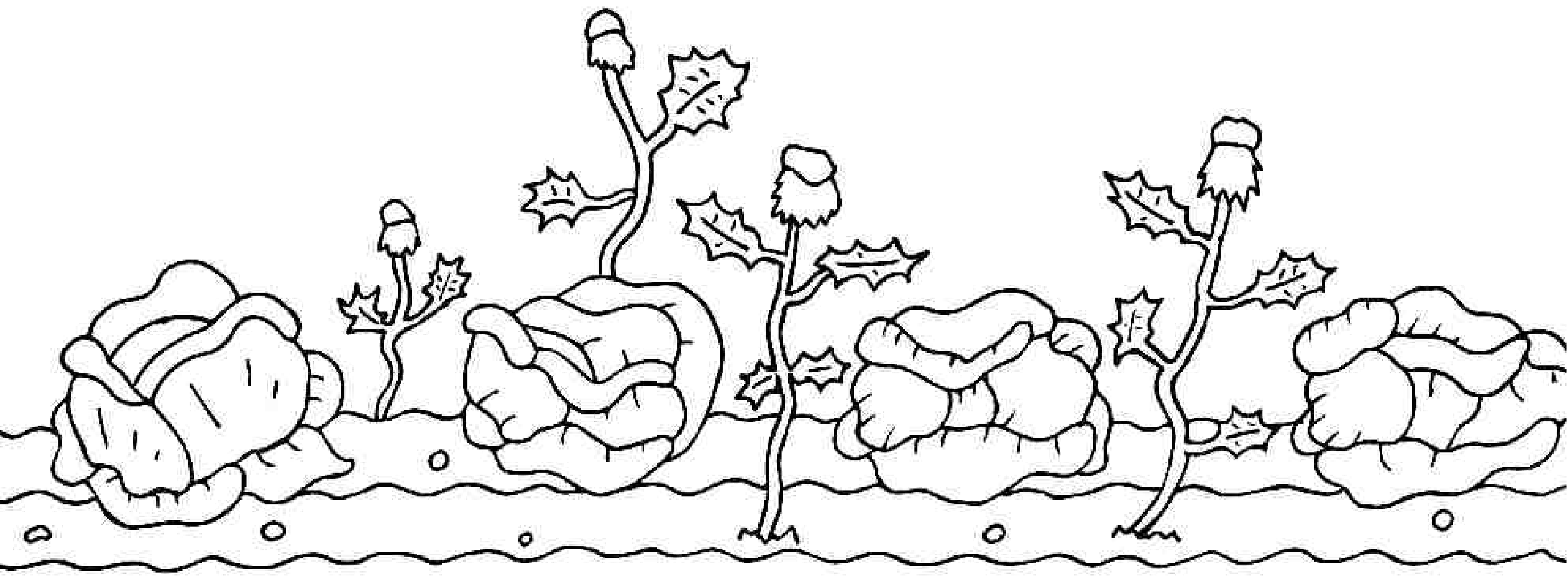
DIRECTIONS: Connect the dots to find out what is in the picture. Then color in the picture.



WEEDS

DIRECTIONS: In this garden, weeds are competing with lettuce to get closer to the sunlight.

Color all of the heads of lettuce green.
Color all of the weeds brown.





CLASSROOM NEWSLETTER

DIRECTIONS: Fill in the blanks with your assignment.
Draw a plant picture for the classroom newsletter.

Fill in the blanks.

1. I am number ______________________

2. I will draw a picture of a ______________________

3. Draw a picture of your plant topic for the classroom newsletter.
Use detail and color.

4. Cut on the dotted lines to remove your picture from your book.

THE WORLD AROUND ME



CHAPTER 4 : CELEBRATING THE WORLD AROUND US

EGYPTIAN FEASTS

DIRECTIONS: Read the story to discover what happens during different feasts. Draw a picture to show what happens during each feast. Label the pictures.

NEW YEAR'S EVE: It is New Year's Eve. Families celebrate together. Fireworks go off in the sky. Children get new and colorful clothes. Girls and boys get sweets and toys.

EID AL-FITR: It is Eid al-Fitr. Families celebrate together and visit relatives. They pray together. They eat ka'ak. Children get new clothes. Children get Eid-ey-yah.

EID AL-ADHA: It is Eid al-Adha. Families celebrate together. They pray together and watch the sacrifice of the sheep. They eat Fattah and visit their families. Children get new clothes. Children get Eid-ey-yah.

CHRISTMAS: It is Christmas (Eid Almilad), which is celebrated on January 7. Families celebrate together. They eat lots of meat. Eid Milad Majid!

EGYPTIAN TRADITIONS

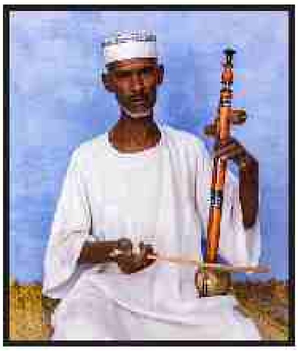
DIRECTIONS: Read the information to discover some Egyptian traditions.



SONGS: One traditional song is about the life of Beni Helal. The singer plays the Rababa.



FOOD: Koshari is a traditional Egyptian dish. It is made with rice, lentils, and tomato sauce. Another traditional dish is Ful medames. It is made with soft beans.



CLOTHING: Traditional costumes depend on where people live. Many years ago, women in Alexandria and other regions used to wear melaya laf. Men used to wear galabiyas, trousers, and koftans.

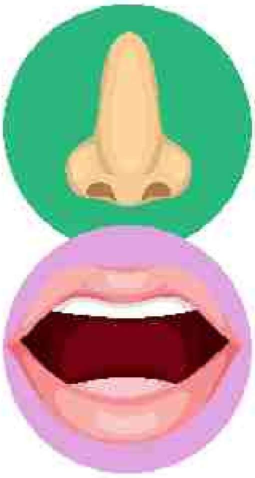
WHAT DID WE LEARN?

DIRECTIONS: Complete the sentences about Egyptian traditions using your five senses.



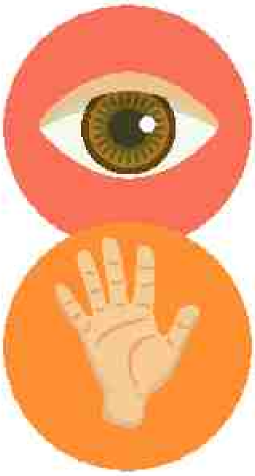
I can hear ______________________

____



I can smell and taste ______________________

____



I can see and feel ______________________

____

EGYPTIAN MONUMENTS

DIRECTIONS: Read about these Egyptian monuments.



The **Temple of Hatshepsut** is located on the west bank of the Nile River. The temple is built into a cliff. It was built to honor Queen Hatshepsut.



The **Luxor Temple** is located on the east bank of the Nile River. The temple was dedicated to bury three Egyptian kings.



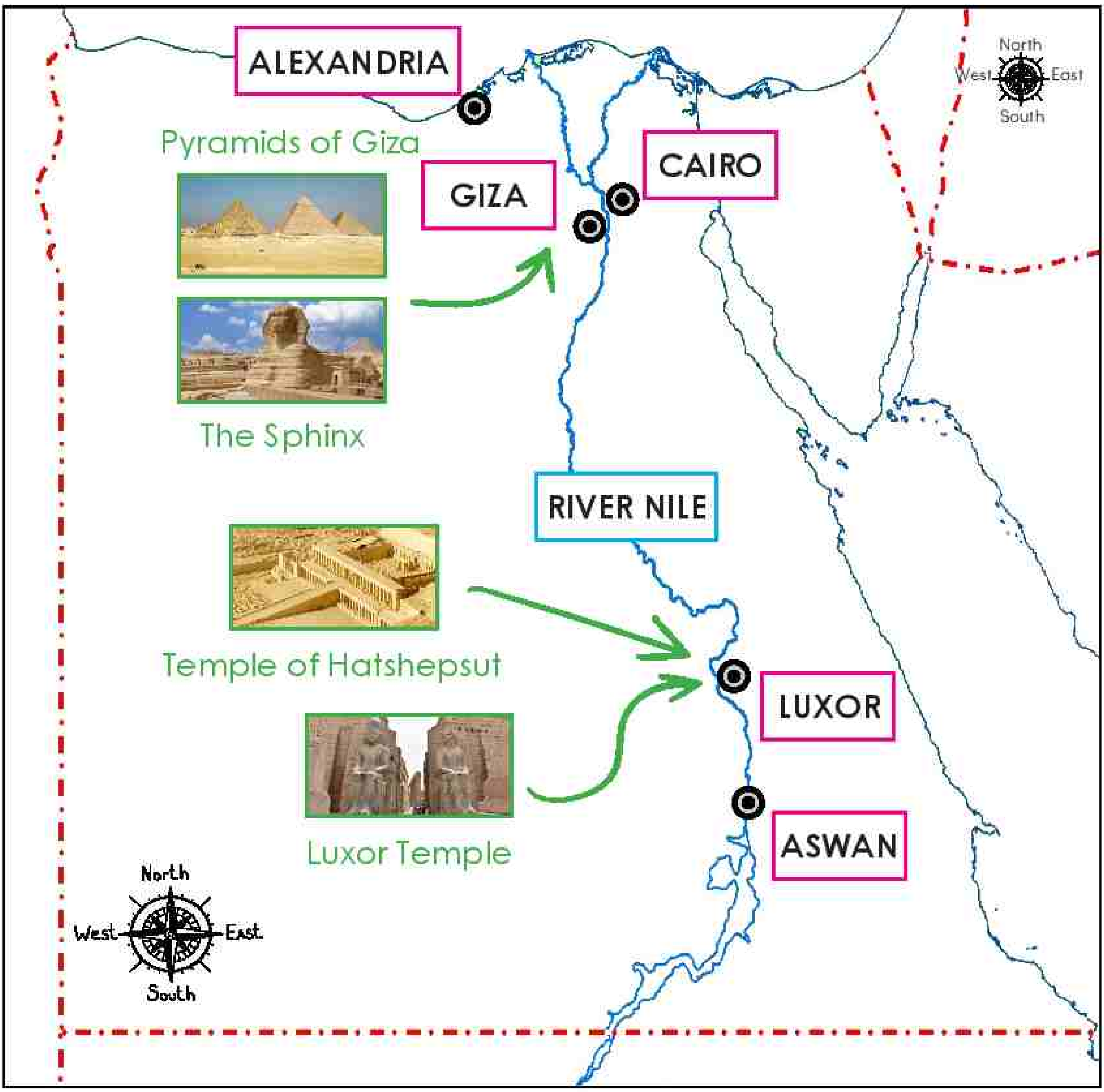
The **Sphinx** is located in Giza on the west bank of the Nile River. It is the largest statue in the world. It has the head of a human and the body of a lion.



The **Pyramids of Giza** are located in Giza. They are the most famous Egyptian monument. There are three pyramids and Great Pyramid of Khafu is the largest and tallest pyramid in Egypt.

TRAVELING TO EGYPTIAN MONUMENTS

DIRECTIONS: Look at the map below. Draw a large "X" where you are located.



TRAVELING TO EGYPTIAN MONUMENTS

DIRECTIONS: Complete the sentences below with a direction and a type of transportation.

The **Temple of Hatshepsut** is ______ of me.

To get there, I would travel by ______.

The **Luxor Temple** is ______ of me.

To get there, I would travel by ______.

The **Sphinx** is ______ of me.

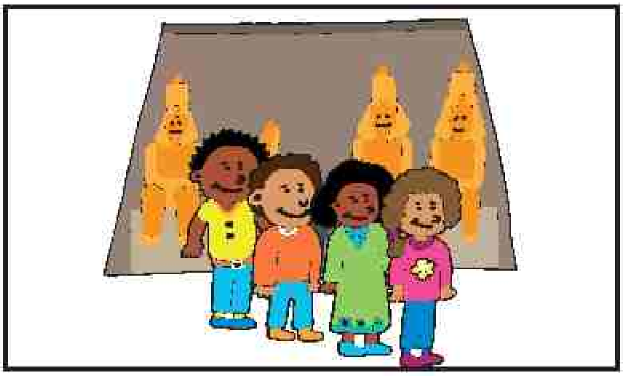
To get there, I would travel by ______.

The **Pyramids of Giza** is ______ of me.

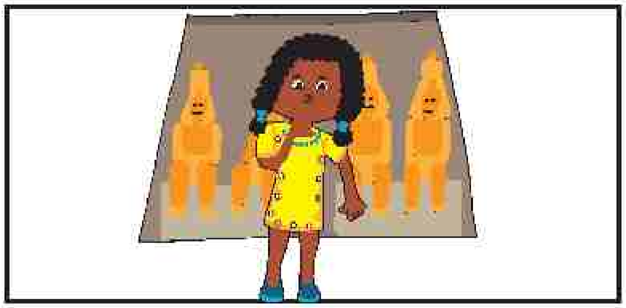
To get there, I would travel by ______.

RESPECTING EGYPTIAN MONUMENTS

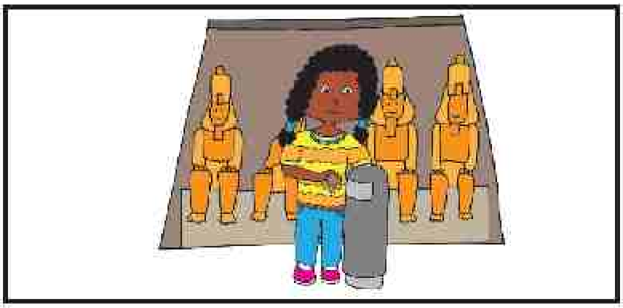
DIRECTIONS: Read the list of appropriate behaviors for visiting monuments or historical sites.



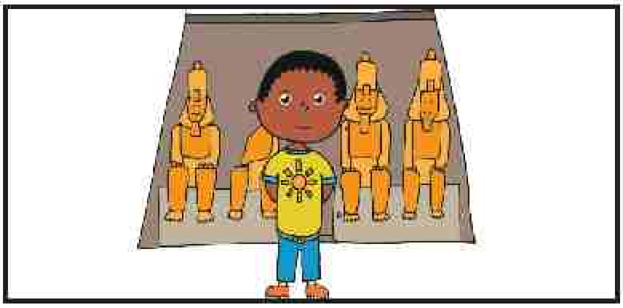
STAND IN LINE TO WAIT YOUR TURN



BE SILENT OR SPEAK QUIETLY



KEEP CLEAN



DO NOT TOUCH ANYTHING UNLESS INVITED TO DO SO

MY BOOK LIST

DIRECTIONS: Write the titles of the five books you find below. Circle the book that you chose to sit down and read. Write or draw one fact you learned while you were reading.

BOOKS

FACT

MY FAVORITE MONUMENT

DIRECTIONS: Draw and label your favorite monument.
Complete the sentence below your picture.

This is my favorite monument because

HISTORICAL MONUMENT MODEL

DIRECTIONS: Complete the design process one step at a time to plan and build your monument model.

IDEA → **MATERIALS** → **PLAN** → **BUILD**

1. IDEA: My partner and I will build a model of the

2. MATERIALS: List the materials you can use to build your model:

3. PLAN: Draw your monument using shapes.

Label the drawing with the materials you will use for each part.

MUSEUM GALLERY WALK

DIRECTIONS: Walk around your classroom and view each group's historical monument model. After viewing all models, select three models and complete the following:

MODEL 1

This is a model of the

Here is a picture of the monument model:

MODEL 2

This is a model of the ____________________

I like this model because ____________________

____

MODEL 3

This is a model of the ____________________

It was similar to my model because ____________________



____

____

MATH JOURNAL

Lesson 1

Directions: Draw any 3 objects in the room that you like.

Lesson 2

Directions: Find 3 things in the classroom that are the same.

Draw them.

Lesson 3

Directions: Draw 2 objects in the room that are the same and 2 objects in the room that are different.

Lesson 4

Directions: Draw an animal that has 4 legs.

Lesson 5

Directions: Trace your or your partner's hand and fingers.

Lesson 6

Directions: Draw 1 object and then a circle around it. Draw 2 objects and then a circle around them. Draw 3 objects, and then a circle around them. Draw 4 objects and then a circle around them. Draw 5 objects and then a circle around them.

Lesson 7

Directions: Write the number 0 three times. Write the number 1 three times. Draw a picture to show 1 of something.

Lesson 7

Directions: Write the number 2 three times. Draw 2 dots to show 2.

Write the number 3 three times. Draw 3 dots to show 3.

Lesson 8

Directions: Draw a number line.

Add numbers 0, 1, 2, and 3 to the number line.

Lesson 9

Directions: Write the number 4 three times. Draw 4 dots to show 4.

Write the number 5 three times. Draw 5 dots to show 5.

Lesson 11

Directions: Write the number 6 three times. Draw 6 clouds under the numbers. Draw what you think you'll learn tomorrow.

Lesson 12

Directions: Write the number 7 three times. Draw 7 objects.

Lesson 13

Directions: Write the number 8 three times. Draw 8 dots to show 8.

Lesson 14

Directions: Write the number 9 three times. Draw 9 loaves of bread.

Lesson 15

Directions: Write the number 10 three times. Trace both of your hands. Then, write numbers 1 to 10 in order on each finger.

Lesson 17

Directions: Draw 6 big spiders and 4 little spiders.

Lesson 17

Lesson 1 7Directions: Draw 3 circle shells and 4 triangle shells.

Lesson 17

Directions: Draw 7 little crayons and 2 big crayons.

Lesson 18

Directions: Listen to the clues. Then write the teacher's mystery number.

Lesson 19

Directions: Draw 11 balloons. Write the number 11 inside the last balloon. Draw one more balloon. Write the number 12 inside the added balloon. Draw one more balloon. Write the number 13 inside the last added balloon.

Lesson 20

Directions: Draw 11 dots and circle them. Write the number 11 next to it. Draw 12 dots and circle them. Write the number 12 next to it. Draw 13 dots and circle them. Write the number 13 next to it.

Lesson 21

Directions: Draw 14 flowers. Write the number 14 next to the 14 flowers. Draw 15 flowers. Write the number 15 next to the 15 flowers.

Lesson 25

Directions: Write the number 16. Draw 16 triangles. Write the number 16 in the last triangle.

Lesson 25

Directions: Write the number 17. Draw 17 triangles. Write the number 17 in the last triangle.

Lesson 28

Directions: Draw pictures of animals to answer the teacher's questions about the bar graph.

Lesson 28

Directions: Draw 18 circles. Write the number 18.

Lesson 29

Directions: Write the number 19. Draw 19 triangles. Draw 20 objects. Write the number 20.

Lesson 31

Directions: Write the number 21 three times. Write the number 22 three times.

Lesson 32

Directions: Write the number 23 three times. Write the number 24 three times.

Lesson 32

Directions: Draw pictures to solve the story problems. Write a number sentence for each problem.

Lesson 33

Directions: Write the number 25 three times.

Lesson 33

Directions: Solve the problems with your Shoulder Partner. Write a number sentence for each problem.

Lesson 34

Directions: Write the number 26 three times. Write the number 27 three times.

Lesson 34

Directions: Draw pictures to solve the story problems.

Write a number sentence for each problem.

Lesson 35

Directions: Write the number 28 three times. Write the number 29 three times.

Lesson 36

Directions: Write the number 30 three times.

Lesson 37

Directions: Write the numbers the teacher says aloud.

Lesson 38

Directions: Write the numbers the teacher says aloud.

Lesson 40

Directions: Write the numbers the teacher says aloud.

Lesson 40

Directions: Draw pictures to solve the story problems.

Lesson 41

Directions: Write the number 31 three times. Write the number 32 three times.

Lesson 42

Directions: Write the number 33 three times. Write the number 34 three times.

Lesson 42

Directions: Draw pictures to solve the story problems. Write a number sentence for each problem.

Lesson 43

Directions: Write the number 35 three times.

Lesson 44

Directions: Write the number 36 three times. Write the number 37 three times.

Lesson 45

Directions: Write the number 38 three times. Write the number 39 three times.

Lesson 46

Directions: Write the number 40 three times.

Lesson 47

Directions: Write the numbers the teacher says aloud.

Lesson 47

Directions: Use this page to solve subtraction problems.

Lesson 48

Directions: Write the numbers the teacher says aloud.

Lesson 48

Directions: Write the number sentences here.

Lesson 50

Directions: Solve math problems here.

Lesson 52

Directions: Write and solve math problems here.

Lesson 53

Directions: Write and solve math problems here.

Lesson 54

Directions: Write the numbers 40 to 49.

Lesson 54

Directions: Write the times your teacher says aloud.

Lesson 55

Directions: Write the numbers 50 to 59.

Lesson 56

Directions: Write the numbers 60 to 69.

Lesson 57

Directions: Write the numbers 70 to 79.

Lesson 58

Directions: Write the numbers 80 to 89.

Lesson 59

Directions: Write the numbers 90 to 99.

Lesson 60

Directions: Write the number 100 three times.

Egyptian Knowledge Bank
بنك المعرفة المصري

مركز تطوير المناهج والمواد التعليمية
CCIMD
Center For Curriculum & Instructional Materials Development

2030
EGYPT VISION